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ABSTRACT

This guide is designed as an outline of the means to broaden the context of education within a community and to serve its needs through community involvement in educational program planning. Part 1 is a discussion of the need and means for community collaboration, including maximizing use of existing educational facilities and community resources and benefits from community involvement. Presented as the facilitator of this involvement, a community/educational liaison council complementing the school board is described in terms of its activities. A list of possible goals and charts of two program management models are given. Selection of the plan which best suits the community's needs is also discussed. No cost programs and services are briefly mentioned in addition to seeking program funding. Part 2 is a sample illustration of planning and management concerns of developing and maintaining K-12 and adult career education programs. It outlines the program management plan (needs assessment and goal setting for the learner, instructor, administrators, and community), steps in program development, and management strategies (publicity and public relations, inservice/preservice training, program development, resource services, assessment and evaluation, and funding). Appendixes include a list of assessment tools, sample assessment survey forms, publications lists, and funding information. (YLB)

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VOLUME TWO

COMMUNITY INVOLVED MASTER PLANNING OF LOCAL EDUCATION

NEW HAMPSHIRE PLANS CAREER EDUCATION 1978-83

Developed Under grant No. 554 AH 70123
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VOLUME 2 OF FOUR VOLUMES

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PREFACE

This volume is one in a series of four volumes that comprise the New Hampshire State Plan for Career Education. Career Education depends entirely upon becoming an integral part of the educational program and must involve the total community. This volume is an outline of the means to broaden the context of education within a community and to serve the broader needs of a community, through the collaboration of its citizens. Career Education is treated as one part within this broader context.

AN ABSTRACT OF THIS VOLUME:

This volume is designed as a means for bringing order to the impending needs of communities, the varieties of contemporary issues in education, and the federal funding programs and practices effecting education, through the use of a Program Management Model (Plan).

Strategies illustrate how to build the interest of a few citizens or educators into a fully representative Community/Education Liaison Council.

The volume examines two management model outlines and enumerates means available within the community to examine other management plans and arrive at one that will work best for that community.

Following the basic design found in most management plans, the reader is taken on a brainstorming session of how the model might be implemented. This understanding should illustrate how an infinite number of needs, concerns, issues or programs might be brought into harmony to the satisfaction of the social, business, parent and educational communities. The use of the management model assures effective management, planning and administration.

An illustration of how one program might be accomodated through the use of a management plan is given using a career education example. (Part Two of this volume.) The example maximizes the inter-relationship between education and community.

RELATED PUBLICATION OF THE NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION

New Hampshire Plans Career Education 1978-83 - A Four Volume Series, October,'78
- *Volume One - Statewide Implementation Strategy*
- *Volume Two - Community Involved Master Planning of Local Education*
- *Volume Three - Developing Career Aware Curriculum K-12*
- *Volume Four - Developing Adult Career Decision-Making Programs & Services*

Guidelines For The Implementation of New Hampshire Accountability Plan, April'78

Joint Management Council Sample Accountability Plan Narrative Form, May 1978

Publication of the Community Education office - see address end of Part One

THE POOR SCHOLAR'S SOLILOQUY.

By Stephen M. Corey

No, I'm not very good in school. This is my second year in the 7th grade and I'm taller than the other kids. They like me alright, though, even if I don't say much in the school room, because outside I can tell them how to do a lot of things. They tag around me and that sort of makes up for what goes on in school.

I don't know why the teachers don't like me. They never have very much. Seems like they don't think you know anything unless you can name the book it comes out of. I've got a lot of books in my own room at home — books like Popular Science, Popular Mechanics, Encyclopedias, and the Sear's and Ward's catalogs but I don't very often sit down and read them through like they make us do in school. I use my books when I want to find something out, like whenever Mom buys anything second-hand I look it up in Sear's and Ward's first and tell her if she's getting stung or not. I can use the index in a hurry to find the things I want.

In school, though, we've got to learn whatever is in the books and I just can't memorize the stuff. Last year I stayed after school every night for two weeks trying to learn the names of the Presidents. Of course, I knew some of them like Washington and Jefferson and Lincoln. I'm taking 7th grade over but our teacher this year is interested in the names of all the great inventors. The kids seem interested.

I guess I just can't remember names in history. Anyway, this year, I've been trying to learn about trucks because my uncle owns three and he says I can drive one when I'm sixteen. I already know the horse power and number of forward and backward speeds of twenty-six American trucks, some of the diesels, and I can spot each make a long way off. It's funny how that diesel works. I started to tell my teacher about it last Wednesday in science class when the pump we were using to make a vacuum in a bell jar got hot, but she said she didn't see what diesel engines had to do with our experiment on air pressure, so I just kept still. The kids seem interested though. I took four of them around to my uncle's garage after school and we saw the mechanic, Gus, tearing a big diesel truck down. Boy, does he know his stuff.

I'm not very good in geography either. They call it economic geography this year. We've been studying the import and exports of Chile all week, but I couldn't tell you what they are. Maybe the reason is I had to miss school yesterday because my uncle took me and his big trailer truck down state about two hundred miles and we brought ten tons of stock to the market.

He had told me where we were going and I had to figure out the mileage. He didn't do anything but drive and turn where I told him to. Was that fun! I sat with a map in my lap and told him to turn south or southwest or some other direction. He made seven stops and drove five hundred miles round trip. I'm figuring now what his oil cost and also the wear and tear on the truck—he calls it depreciation—so we'll know how much we made.

I even write out all the bills and send letters to the farmers about their pigs and beef cattle bought at the stockyards. I only made three mistakes in seventeen letters last time, my aunt said—all commas. She's been through high school and read them over. I wish I could write school themes that way. The last one I had to write was on, "What a daffodil thinks of Spring," and I just couldn't get going.

I don't do very well in school in arithmetic either. Seems I just can't keep my mind on the problems. We had on the other day like this: If a 67 foot telephone pole falls across a cement highway so that 17-1/16 feet extends from one side and 14-9/17 feet from the other, how wide is the highway? That seems to me like an awfully silly way to get the width of a highway. I didn't even try to answer it because it didn't say whether the pole had fallen straight across or not.

Even in shop I didn't get very good grades. All of us kids made a broom holder and a bookend this term and mine are sloppy. I just couldn't get interested. Mom doesn't use a broom any more with her new vacuum cleaner and all our books are in a bookcase with glass in the parlor. Anyway, I wanted to make an end gate for my uncle's trailer but the shop teacher said that meant using metal and wood both and I'd have to learn how to work with wood first. I didn't see why, but I kept still and made a tie rack at school and the tail gate after school in my uncle's garage. He said I saved him $10.

Civics is hards for me, too. I've been studying after school trying to learn the "Articles of Confederation," for almost a week because the teacher said we could't be good citizens unless we did. I really tried, because I do want to be a good citizen. I did hate to stay after school, though, because a bunch of us boys from the south end of town have been cleaning up the old lot across from Taylor's machine shop to make a play-ground out of it for the little kids from the Methodist Home. I made the jungle gym from old pipes and the guys made me Gran Mogul to keep the playground going. We raised enough money collecting scrap this month to build a wire fence clear around the lot.

Dad says I can quit school when I'm fifteen and I'm sort of anxious to because there are a lot of things to learn how to do and, as my uncle says, I'm not getting any younger.

PART ONE

THE NEED AND MEANS FOR COMMUNITY COLLABORATION

INTRODUCTION

Have you ever said to yourself, what is the most important legacy this generation can possibly leave the next? As a parent, have you asked yourself what is the best possible information I can provide my children to find success and happiness in life? In this incredibly wealthy land of America the options are extremely broad.

Each of us became who we are, with our outlooks, ideals, needs and knowledge from a variety of genetic characteristics and incredible volumes of experiences. We are divergent, we think differently, we feel differently, we have varieties of outlooks and values about life. For almost every issue there seems to be a counter issue and with the present sophistication of media we are increasingly more aware of local, national and international issues and arguements likely to effect our off-spring. We are concerned about energy, about the environment, about food supplies, about the economy and what kinds and numbers of work there will be, about escapes from reality and about what reality is.

As parents it isn't easy to know what information will be what the future generation will need to best serve them in their ever changing world.

Education is a reflection of society, and the questions of how best to prepare our children and youth for the world they will live in and help shape are as complex as the backgrounds, experiences and persons who make up our local communities.

To sit down and tackle the job of writing a volume that attempts to bring parents, the business-industry-labor community, the social service community and the education community to a harmony of thought and collaboration is to address an incredible task. However, there may be a starting point upon which we all agree, and that is, that we must try. This volume is an effort at working in that direction. The key word is "we". Education cannot belong solely to the children or the educators, but must increasingly be viewed as the responsibility and joint effort of communities. All facets of the community must begin to collaborate with one another to provide our children, youth and adults with the information that will serve them best in their futures.

THE ISSUES EFFECTING EDUCATION:

The issues effecting education are many and they are complex. We must develop understanding and appreciation for the environment in which we live, for the varieties of peoples, cultures and thinking of others, we must know ourselves and our abilities to prepare to earn a living and plan a future, we must recognize out heritage and form of government, and have an understanding of the free enterprise system's strengths and weaknesses, we must develop and improve communication skills and have an understanding of technology based on mathematics and scientific inquiry.

We are enmeshed in the controversy over accountability and the means to identify and assure basic levels of competency in learners. In an era of equal

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The reader is referred to "The Outlook This Guide Is Based Upon" Volume Three of New Hampshire PLans For Career Education 1978-83.

opportunity we are concerned about sex bias, discrimination and the mainstreaming of children with special needs. We must look at learning as a life long process in order to keep pace with the rapidity of change, and from this understanding make education relevant and accessible to all who need its benefits.

A BROADER WAY OF THINKING OF LOCAL EDUCATION:

Many of us think of local education as formal learning, for the children, in a school building. This volume is concerned with a considerably broader view. Education is a life long process and it encompasses all learning which may occur in a variety of environments, over the life span. Is the person who learns a trade or skill on the job through experience any less or better trained than the student learning in a formal program in a classroom? How many of you, or someone you know, have had completely different careers at different stages of life? We Learn Everywhere. We Learn Throughout Life. Our purpose here is to look at the broadest possible concept of learning, for every age level through use of every possible learning environment.

MAXIMIZING THE USE OF EXISTING EDUCATION FACILITIES;

Many of New Hampshire's school districts are making use of their facilities by providing one or more of the following programs and services. If you're not already doing so you might want to consider these ideas in your community.

Adult Education/ Continuing Education

Most of these porgrams are run in the evening for the accessibility to persons who work and play adult roles.

Some of the programs are tailored to meet the needs of adult learners who did not complete high school. Others, however, include courses and learning opportunities for a variety of interests and skills building. The purpose of enrollment can be to enhance one's career, change careers, develop new skills, for the joy of learning, life skills information or for avocations or hobbies. Consultants from the N.H. State Department of Education can help you develop these programs. Contact the Division of Adult Education. 64 N. Main, Concord.

Community Education/Community Schools

The concept of community education can be as broad and creative as the community desires. It's purpose is to examine all means of meeting the learning needs of the community as well as using existing education facilities to serve community interests. The program can incorporate ideas such as exchanges of skills or knowledge between senior citizens, corporate executives, cultural groups, special interests groups, historical societies or the like. The concept can be as simple as a volunteer teaching others how to knit or cake decorate, or providing space for a local band to practice, to - designing workshops or information sessions for planning local growth.

To investigate the concept of Community Education contact:
Robbie Fried, Director Community Education Office, N.H. State Department of Education, 64 N. Main St., Concord, N.H. 03301

BUILDING LIAISONS WITH POST-SECONDARY INSTITUTIONS/ LOCAL COLLEGES

Relationships may be able to be established with local post-secondary education institutions to provide course work for credit or non-credit in your immediate community. The objective is to make education accessible and to have the faculty member come to you rather than have many persons travel to the post-secondary facility.

Other types of adult learning may also occur in this nature by collaboration with associations or societies who provide workshops, up-date sessions or training programs, such as The American Banking Association or a real estate school. Contact: Division of Post-Secondary Education of the N.H. State Dept. of Education 163 Loudon Road, Concord, N.H. 03301 or your nearest college.

BENEFITS:

More high school drop outs might improve their skills and abilities when these options are accessible and avialble in their local community and in an environment of adult learners and positive reinforcement. Persons whose job or salable skills have become obsolete might train for new skills. Single heads of households or welfare mothers might learn abilities that will allow them to attain independence from social aids.

Looking at community involed needs can lead to community commitments to collaborate on the solutions to the problems. Prevention may be a lot less costly than rehabilitation and aid.

MAXIMIZING THE USE OF COMMUNITY LEARNING ENVIRONMENTS AND RESOURCES:

If we each wrote down the three most important things we've learned about life, we probably would recognize we didn't totally learn them in a class-room. Even if we wrote down the lessons which serve us best in our careers the results might be the same. If we hadn't had our classroom learning, however, we might never have recognized many of the things we did see in other situations and environments.

Our grandparents (for some of us anyway), learned more by experience and on-the-job than by formal information. They were experience rich and information poor. Many of todays students are often information rich and experience poor. It is possible to provide a better balance. Here are some means to attain this balance -

Bring The Community Into The School

Persons from business-industry-labor, social service, services, the professions, government etc., have been coming in increasing numbers into the schools. They bring information, leaflets, presentations, demonstrations, films and verbal discussions in areas of their expertise to students. The benefits of this kind of exchange are invaluable, but we have been short sighted at times, in managing the process. The problems include making sure that the guest is performing a specific function within the curriculum, that he/she is well informed about the progress, attitude, learning ability etc. of the students he/she will meet with, that the coordination of invitations is managed on a district wide basis to avoid duplication and "wearing out" of a good things by over-use of the community. These are the issues that can (and in fact must) be addressed by a body like a Community/Education Liaison Council.

Bring Students To The Community

You and I probably went to the zoo or farm or the science center when we were students; field trips are not new. The recognition of the fact that there are many learning environments is not new. What is getting better, however, is the collaboration between learning environments as well as a far broader concept of what those environments are. Learning can occur in places where people work, every variety of them, so that youth age students might gain a better understanding of what there is to do and what different job clusters include or involve. Learning can occur through the involvement of youth in addressing social, political or environmental issues of a community. The youth of the community should not be strangers to the problems and the solutions to problems in their community. Some of the ways in which collaboration for learning is occuring include work study programs, shadowing (following a person on their daily work activities), tours of facilities, exchange days where students play the roles of school, business or government persons for a day.

The problem is that in most schools we still fall short of the numbers and depth of these experiences for students and especially for the appropriate matching of the experiences to the abilities and interests of the students. We need to increase these numbers to provide students with the invaluable insights and understanding that teachers and classrooms may not be able to provide.

A Community/Education Liaison Council can assist greatly in meeting this need.

IF WE TRULY DESIRE THE TOTAL COMMUNITY LEARNING NEEDS TO BE ADDRESSED AND MET WE MUST SEEK A MEANS FOR MORE PURPOSE AND ORDER. THROUGH PROGRAM MANAGEMENT AND THE INSTITUTING OF A COMMUNITY/EDUCATION LIAISON COUNCIL WE CAN IDENTIFY THE PROBLEMS AND ISSUES AND FIND LOGICAL, POSSIBLE SOLUTIONS.

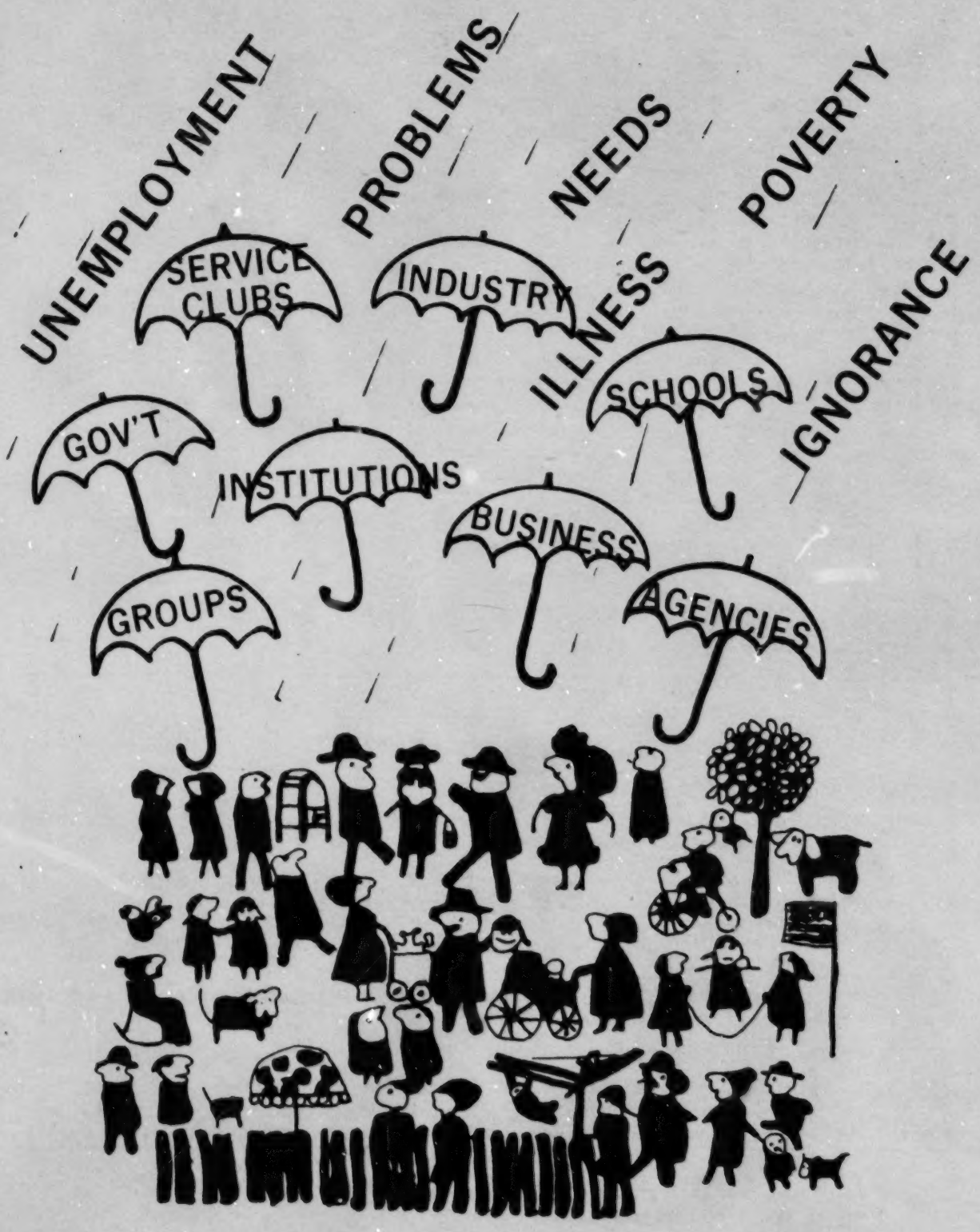
THE BENEFITS OF THIS KIND OF COMMUNITY INVOLVEMENT / COLLABORATION:

The benefits are ...too few to mention, but here are just a few:

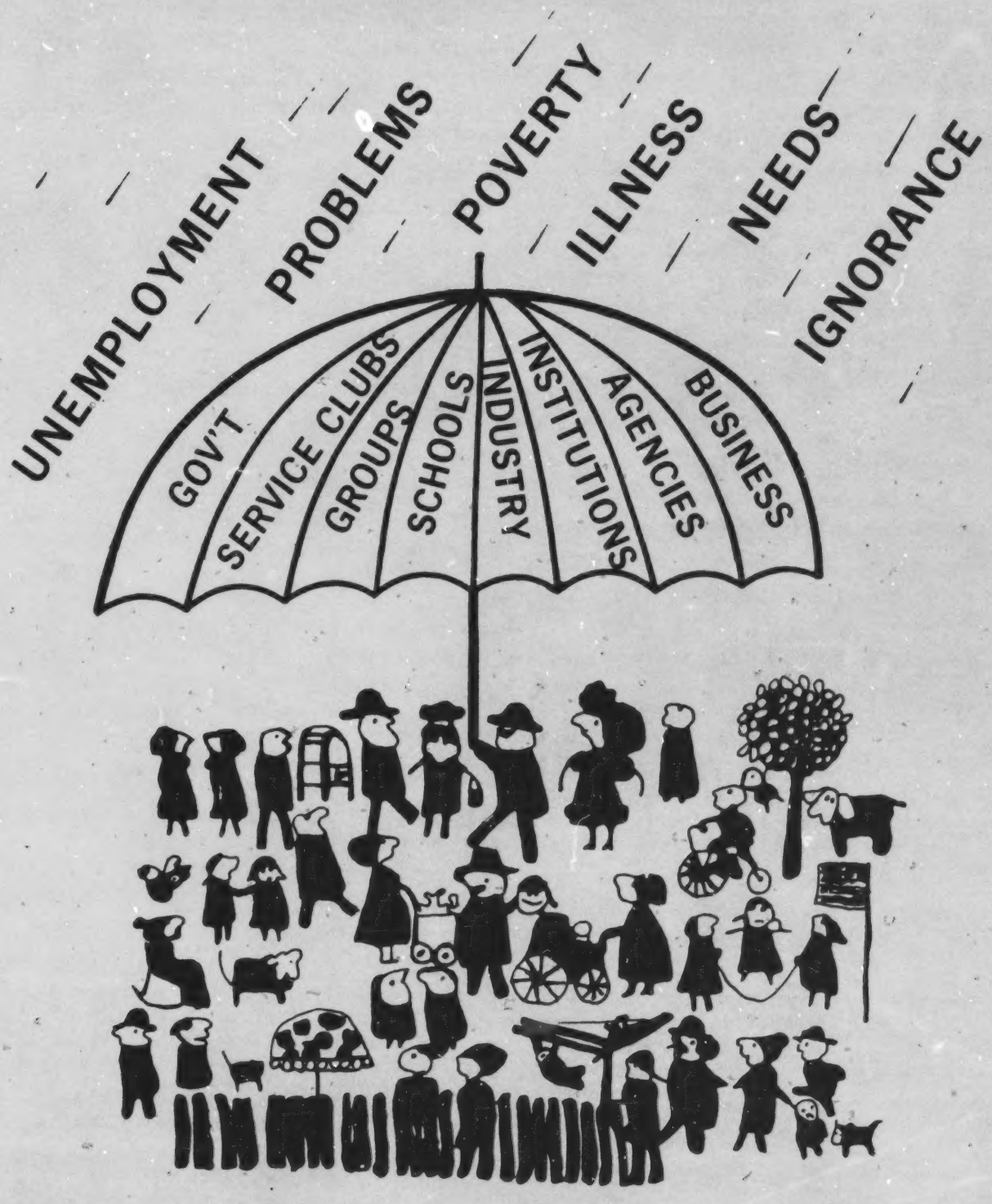
Benefits to Business-Industry-Government, etc.

* An increase in collaborative program design between employers and school training and preparation.
* Persons should approach industry etc. with better developed, understood and integrated work values and knowledge of work rewards.
* Persons would have an experiential understanding of their chosen work environment.
* Persons approaching the job market will come with an understanding of their skills and abilities.
* Persons will have considered their work future and life role direction.
* Better channels of communication between business-industry etc., with the community. An increase in the interests and involvement of business with the community and its issues resulting in more community interest and involvement in the problems and issues of business.
* Employers who are aware of the moral concerns effecting corporate and community decision-making.

IS THIS YOUR COMMUNITY? OR ...



IS THIS YOUR COMMUNITY?



Benefits to Education

* The development through communication and collaboration in educational problem solving.
* An increase in resources for the presentation, association, generalization and application of curriculum.
* The utilization of increasing numbers of community persons in designing and identifying the goals of local education.
* An increase in the awareness of the role education and learning play in the community.
* A reduction in vandalism through the increased use of physical facilities and the changed attitude about the role of schools and school buildings in the community.
* An increase in the understanding and value of education in the young through the role modeling of parents and adults who are participating in and taking advantage of furthering their own learning.
* An increase in community support and understanding and appreciation for the complexity of issues in education.

Benefits to the Community At Large

* The meeting of the total learning needs of the community not just the basic education concerns of children or the elite.
* The building of community pride.
* The maximum tax dollar utilization from community property.
* A building of rapport and respect for education and life long learning that can serve all citizens throughout their life time.
* A place for meaningful interaction and personal identity for persons who traditionally had no identity with education any longer. Thus expanding a tax base of persons with interest and concern for education.
* One means to address the issues of unemployment, low self esteem, welfare and other social ills by providing environments of concern for skill development, social reinforcement in positive ways, and the kinds of skill development needed by local employers.

Benefits to Parents

* An expansion of efforts to develop meaningful, applicable, relevant, and equal opportunity education for all persons.
* A community interest in efforts to provide learning environments and alternative learning programs to meet the needs of the varieties of learning capabilities and style of all students; leaving none to be "expendible" because of their differences or difficulties.
* The collaboration by community agencies and services and education to address individuals as total persons. (To replace isolation of social services and education services known in the past.)

* Increased efforts between schools and parents to improve communication and provide information about programs, services, activities and school objectives in a two-way flow.

* A learning, exchanging environment in which they can develop their personal interests, skills and abilities while acting as role models for learning to their children.

* A school building environment in which all persons are welcome and in which every citizen should feel comfortable and familiar.

Benefits to Single Persons, Childless Couples and Senior Citizens

* A place where porgrams, courses, community activities of their interest and ability level are available and accessible.

* A place where one can share their interests, abilities or skills and hobbies with others, to teach or to learn.

* A place where they can attend meetings, lectures, talks, information sessions, presentations or displays from which learning might occur.

* A place where they can attend civic, theatre, arts or cultural events sponsored by the school and/or its students for the community.

* A place where they can aid or volunteer to assist in the development or learning of others.

HOW TO MAKE IT HAPPEN IN YOUR COMMUNITY

Defining the Local Community

For our purposes the local community will be defined in what we feel would be the most simplistic manner. The community is that area and the people that come under the juristiction of one School Board.

It is the intention that all activities eluded to in this document come under the planning of the School Board, i.e. the mechanism for decision-making which already exists.

You Can Start The Process -

Whether you, as the reader of this volume, represent a small group of interested faculty or parents, are a school administrator or school board member, or are a business person or interested citizen your interest and motivation and the ideas of this volume are all you need to begin.

Anyone of these persons or group of persons may bring the awareness of this volume or it's concepts to the attention of the local school board. Chances are they will already know about it.

The dissemination plan for the New Hampshire State PLan for Career Education identifies that this volume will be made available through information sessions to all New Hampshire Superintendents of Schools, the N.H. State Board of Education, Local Boards of Education, the N.H. State Advisory Council for Career Education, the N.H. Business and Industrial Association - major members and the N.H. Chambers of Commerce.

A SAMPLE LIST OF

POSSIBLE
COMMUNITY/EDUCATION LIAISON COUNCIL GOALS

1. To assess and address the total educational (learning) needs of all age levels and persons of the community.

2. To assess and address programs thatparents of school age children and youngsters might find helpful for their better understanding and parenting of their children.

3. To assess and address the availability and willingness of parents to participate in volunteer functions during the day time on school needs.

4. To assess and address the ways and means by which the existing education facilities could better be used to meet community needs in ways other than formal education. (Band practice area, exchange of senior citizen skills, exchange of hobby or avocation information or special interets for all age level citizens, special meetings, events, programs, adult use of sewing room, shop, gym. etc.

5. To assess and address or contact the various known learning environments available in the community and compile a list with contact persons. (Parks, museums, libraries, institutions of higher education or private educational resources., etc.)

6. To assess and address the various unknown or previously unused learning environemnts in the community. (Business, industries, labor locations, offices, agencies, associations, government functions, publications, services, self-employed persons, guilds-unions, etc.)

7. To assess and address the various personal resources available in the community. (Parents, bilingual-bicultural groups, senior citizens, retired business executives, organization, cause or issue speakers, films etc., politicians, college faculty, professionals, sports figures, etc.)

8. To assess and address the various contemporary issues in education and the means by which communities might aid in educations addressing of these issues. (Basic skills, understanding one's environment, understanding of various people and cultures, a knowledge of one's self and values, preparation for work, an understanding of local, state and national history and government, an understanding of the free enterprise system, the need & use for good communication skills, the definition of basic competencies as illustrated in daily community living, equal access and opportunity absent of sex stereotyping, prejudice, bias or handicap discrimination, community work options for persons with special needs, etc.)
Each of these efforts could be separated into a specific goal or program.

9. Assess and address the ways and mean by which social security, welfare, & unemployment and education can collaborate and communicate on assistance to any one person or family.

10. Assess and address community participation in the development of a career education program that serves all school age persons and adults.
(The sample of implementing a Program Management Plan, Part Two of this volume deals with this possible goal.)

THE COMMUNITY/EDUCATION LIAISON COUNCIL

A Community/Education Liaison Council (known herein as the council)is a group of active, motivating local citizens who can adequately represent the interests and various facets of: business-labor-industry, social and public services, professions, government & education as they relate to the communities learning needs. Membership on the council should include such areas as representation from local government, the chamber of commerce or business organizations or associations, representation from porfessional associations and/or organizations, organizational representation from social services (employment security, welfare, etc.), parents organizations (P.T.O. or P.T.A. if in practice in the community), school administration, faculty and School Board representation. THE PURPOSES OF THE COUNCIL SHOULD COMPLEMENT NOT DUPLICATE THE PURPOSES AND GOALS OF THE SCHOOL BOARD.

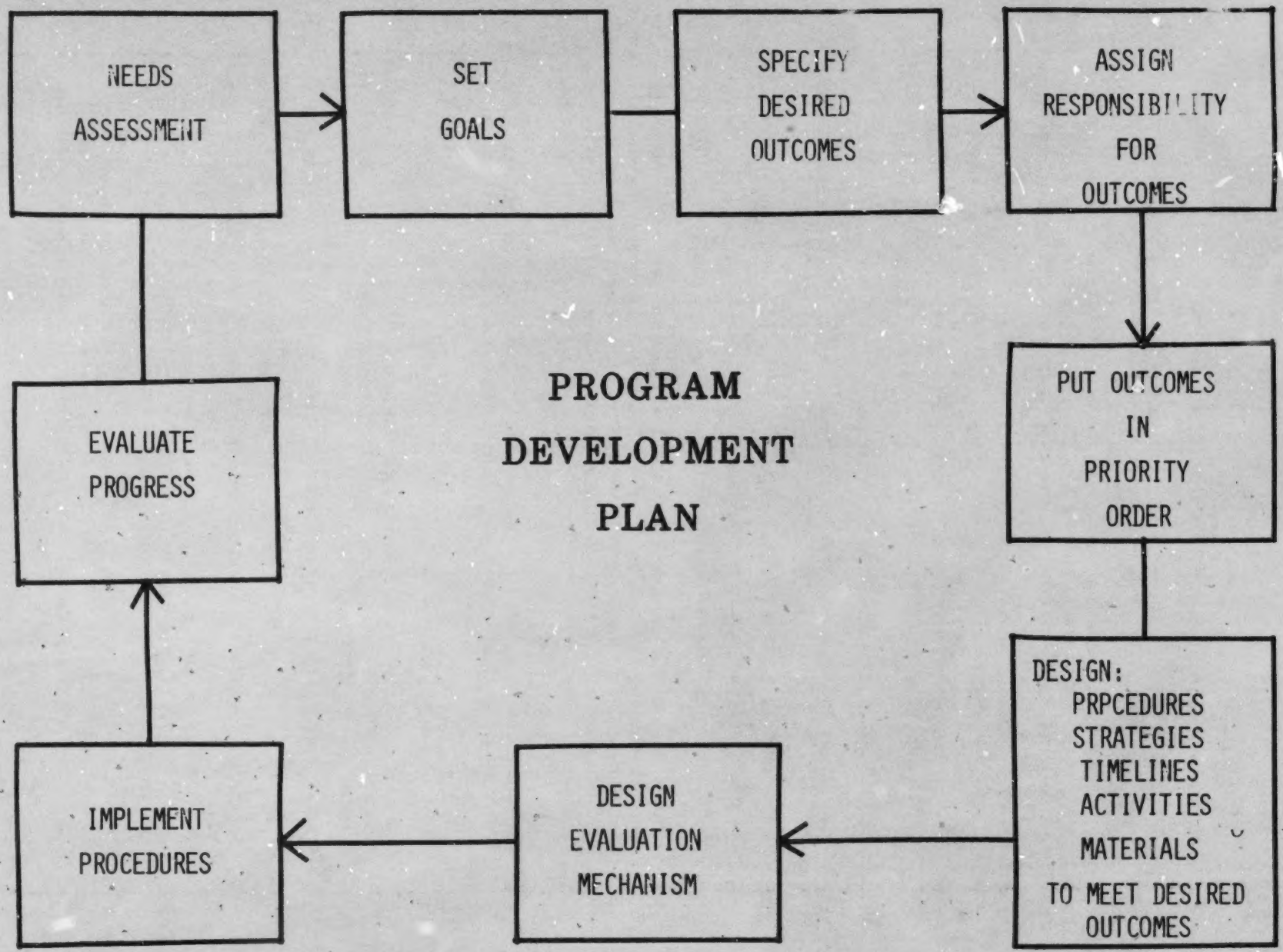
WHAT THE SCHOOL BOARD MUST DECIDE:

If the School Board is to implement a Community/Education Liaison Council it must decide:

1. The relationship (responsibility) of the council to the School Board.
2. The basic purpose (goals or objectives) the body is expected to address.
3. An outline of a Program Development Plan it wishes the Council to operate from.
   (Charts of two Development Plans are contained in the following pages. Local communities can learn a great deal about management by results and management plans from the professional management expertise available in most communities. Valuable information may also be gained from management consultants and from the Planning & Evaluation Unit of the N.H. State Department of Education.)
4. The mechanism to be used by the council for reporting to the School Board. (Under no conditions should the Council become a policy making body.)

HOW TO PLAN FOR A FIRST MEETING:

1. Generate a list of the organizations and associations (formal or informal), businesses, etc., that can appropriately represent the major factors that comprise your community.
2. Prepare some literature that considely but comprehensively explains;
   a. The purpose and membership of a council
   b. Points 1. and 2. from (above) "What The School Board Must Decide."
3. If possible, select the most executive type and adult comfortable facilities in town in which to hold the meeting. (Company officials aren't often impressed or perhaps even listening if they're sitting in a too small and hard school desk.) This caution may not be necessary in every area to the same degree. Arrange for refreshments.
4. Prepare an agenda which includes exciting presentations and examples of how such a council and its causes can serve each of the members invited to the meeting. Keep the meetings purpose informational and motivational.
5. Write an introductory and invitational letter to the president, director or executive of each organization and association, business etc., you identified. The letter should contain just enough information to wet


NEEDS ASSESSMENT
SET GOALS
SPECIFY DESIRED OUTCOMES
ASSIGN RESPONSIBILITY FOR OUTCOMES
PUT OUTCOMES IN PRIORITY ORDER
DESIGN: PRPCEDURES STRATEGIES TIMELINES ACTIVITIES MATERIALS TO MEET DESIRED OUTCOMES
DESIGN EVALUATION MECHANISM
IMPLEMENT PROCEDURES
EVALUATE PROGRESS
PROGRAM DEVELOPMENT PLAN

their appetite, the agenda, the hour, date, place and an RSVP.

6. A few days after the letters are sent, follow them up with a personal phone call made by Board members to encourage interest and participation.

7. Record responses to monitor intended participation and plan for attendance numbers.

THE MOTIVATION / INFORMATION MEETING

The information meeting should be conducted by a vibrant, well spoken member of the School Board. The purposes of the meeting should be presented with enthusiasm to generate concern and a desire for involvement by the persons who are present or the organizations they represent.

The Agenda Should Include:

1. Handout materials accompanied by discussion -

   a) An explanation of the concept of community involved master planning of local education. You are free to reproduce the preface of this document and alter or edit any information contained in this volume. The list of benefits to various audiences should be included.

   b) A list of the recommended goals and objectives decided by the School Board

   c) The strategy to be used in building community participation and interest, to plan for local learning needs, i.e. the use of a Program Management Plan.

   d) A "Participation Intention Form" (see following pages for sample format). This form should be completed by all who attend the introductory meeting. While completing the form, charge the participants with the responsibility to communicate your intentions as an official act of business with their organization/ association etc., and to have that organization/ association officially appoint representation to the Council.

      (The suggested form should be amended to meet local needs and include space for a date by which time all responses should be returned. The date should be decided by the participants according to the meeting schedules of the representative organizations etc.).

   e) Participants should be provided information letters to take to their organizations (etc.) upon which the response date is entered.

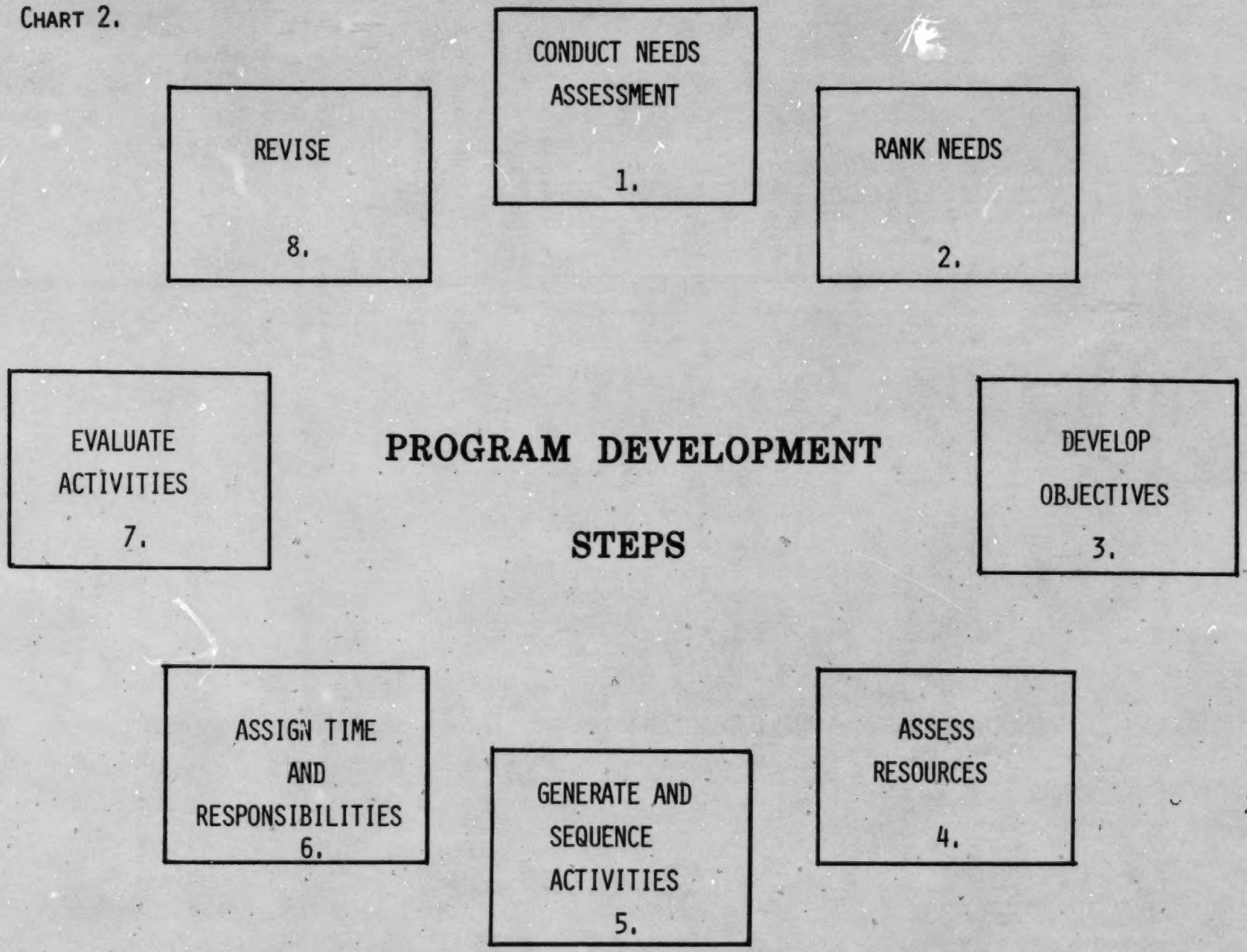
2. Plan for the location, date, time and agenda of the first council meeting.

3. Intentions for a press release or pictures of the meeting should follow.

Planning the First Community/Education Liaison Council Meeting:

When the notifications of representations from all participating agencies etc, are complete or the deadline has occured for returning them; a letter should be sent to the specified representative. The letter should include a congratulatory message, a welcome, a brief statement of purpose and the date, time and location of the first official meeting.

CHART 2.


CONDUCT NEEDS ASSESSMENT
1.
RANK NEEDS
2.
DEVELOP OBJECTIVES
3.
ASSESS RESOURCES
4.
GENERATE AND SEQUENCE ACTIVITIES
5.
ASSIGN TIME AND RESPONSIBILITIES
6.
EVALUATE ACTIVITIES
7.
REVISE
8.
PROGRAM DEVELOPMENT
STEPS

The First Meeting of Official Representation - Organization & Development

The Agenda Should Include:

1. Handouts with discussion of each:
   Since the representation will likely not be the same as that of the original informational meeting, the same handout informations and discussions may need repeating.

2. Procedure for arriving at an organizational structure:
   The organizational structure, at least in skeletal form, should be discussed and decided (it n eed not be cast in granite).
   The structure should include:
   a) Appointment of (at least a temporary) group facilitator, recorder (secretary) and a publicity agent.
      These persons should be elected by the membership.
      The facilitator should be a person of demonstrated managerial skills, if possible.

   b) Mechanisms for reporting to the community should be discussed, procedures established and the responsibility assigned via the publicity agent (or a publicity sub-committee).
      Consider use of local news media, newspapers, TV and radio, any professional publications, corporation newssletters and educational newsletters or communication devices and systems.

3. Response to the suggested goals and objectives of the School Board
   The membership should have the opportunity to examine, discuss, respond and amend, delete or add to the originally suggested goals and objectives prepared by the School Board.
   Any amended list must be approved by the School Board before any further action can be taken.
   Short-Range Goals (first year and immediate need concerns) and Long Range Goals may be identified and a time line set. This information should be recommended to the School Board in conjunction with the amended list of goals/objectives.

4. Discuss plans for the amount of time and frequency of future meetings. If possible it may be helpful to set at yearly schedule at the earliest date to facilitate the planning of the busy participants.

5. Discuss the agenda for the next meeting.

6. Adjourn with compliments and appreciations.

The Second Meeting of the Community/Education Liaison Council

The Agenda Should Include:

1. A fully prepared presentation on the Program Development Plan to be used.

2. A fully prepared presentation (with possible handouts)of the first step in a development plan, i.e. assessing needs.
   This discussion should include the following infcrmation -

   Assessing Community Needs - Why and How

   Point One: Planning Takes Time:
   Many of us are task oriented, we want to see some action and some results, we want to believe things are getting better because of our efforts. We may think we know where we want or ought to be but we must

MAY 26 1978

Keys to Community Involvement

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15 guides
published by the

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Public Relations Association

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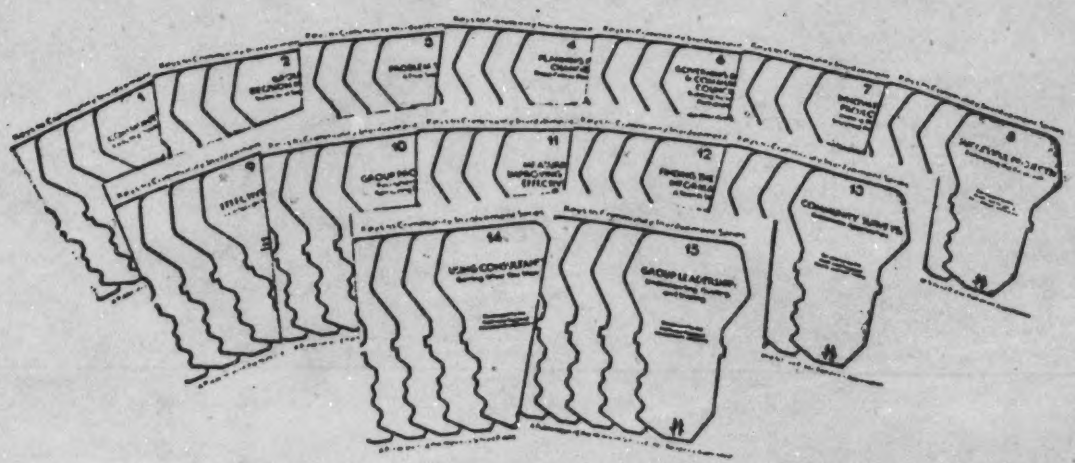
Try These Keys!



Millions of Americans feel out of touch with the very institutions that are supposed to be serving them—and they are demanding a change! KEYS TO COMMUNITY INVOLVEMENT is a series of 15 practical, easy-to-read guides designed to improve and promote the participation of more citizens in the important decisions affecting their communities.

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For Many Types of Groups

The series has been written with the needs of educational institutions in mind, but the techniques and information are appropriate for other public and private agencies as well. Some of the guides are designed for citizens who participate in community groups; others speak directly to leaders and facilitators of group activities, or assist those in public and private agencies seeking citizen participation in organizational affairs. All offer valuable, proven techniques for starting, organizing, and maintaining effective community groups.

Save Two Ways

You save 20% off the regular price by ordering the full set of 15 guides, or 10% off the regular price by ordering ten or more copies of the same title. Use the attached form to order your "keys" right away; they could be just what you've been looking for to open the door to effective community involvement!

Order Form

Simply indicate the quantities you wish to purchase. All orders under $12 *must* be accompanied by a check or money order. Orders over $12 must also be accompanied by payment unless submitted on an authorized purchase order. All billed orders will include shipping and handling charges. You may take a 10% discount on orders for 10 or more copies of any individual guidebook.

Title	Quantity	Price Each	Total
Full set of 15 *Keys To Community Involvement* Guides 412-11101	_____	$24.00	_____
Individual Guidebooks			
1. Community Groups: Keeping Them Alive and Well 412-11103	_____	$ 2.00	_____
2. Group Decision Making: Styles and Suggestions 412-11105	_____	$ 2.00	_____
3. Problem Solving: A Five-Step Model 412-11107	_____	$ 2.00	_____
4. Planning for Change: Three Critical Elements 412-11109	_____	$ 2.00	_____
5. Personal & Professional Development: An Individualized Approach 412-11111	_____	$ 2.00	_____
6. Governing Boards & Community Councils: Building Successful Partnerships 412-11113	_____	$ 2.00	_____
7. Innovative Projects: Making Them Standard Practice 412-11115	_____	$ 2.00	_____
8. Successful Projects: Examining the Research 412-11117	_____	$ 2.00	_____
9. Effective Groups: Guidelines for Participants 412-11119	_____	$ 2.00	_____
10. Group Progress: Recognizing and Removing Barriers 412-11121	_____	$ 2.00	_____
11. Measuring and Improving Group Effectiveness 412-11123	_____	$ 2.00	_____
12. Finding the "Right" Information: A Search Strategy 412-11125	_____	$ 2.00	_____
13. Community Surveys: Grassroots Approaches 412-11127	_____	$ 2.00	_____
14. Using Consultants: Getting What You Want 412-11129	_____	$ 2.00	_____
15. Group Leadership: Understanding, Guiding, and Sharing 412-11131	_____	$ 2.00	_____
			_____
		ORDER TOTAL	_____

Ship and Bill to:

Name _____

Title _____

Organization _____

Address _____

City, State, Zip Code _____

take the time to assess where we are to adequately plan for how to get from where we are to where we want to be.
PROBLEM SOLVING WITHOUT PROPER PLANNING IS BAD MANAGEMENT AND OFTEN RESULTS IN SHORT SIGHTED, INADEQUATE SOLUTIONS....AND.. PLANNING TAKES TIME.

Needs assessments are extremely time consumming and frustrating. We often feel that we are well aware of the needs without time, money and energy being spent to document them. However, especially as justification for program development in communities, documented evidence will be necessary and is, more often than not, quite revealing. TIME AND PATIENCE WILL BE NECESSARY.

Point Two: Losing Sight of The Goals:
It is not unusual to find that the involvement over the design and implementation of the assessment process is so energy costing and lengthy, that persons interest in the goals which originally brought them together begin to wane.

When the assessment is finished they feel the task is finished rather than recognizing that they have in reality merely collected the appropriate data with which to begin program development and address problem solving solutions.

Be forwarned of this circumstance-

Some Hints To Alleviate This Condition

1. Bring the awareness of these two points to your council from the beginning, be aware of the times things begin to drag and bolster the morale whenever possible.
2. Design or identify the best short range goals and/or projects where planning is not so lengthy and get started on at least one tangible program.
3. Do some short term or temporary program development on one of the larger issues with the awareness that an indepth assessment is needed or in progress which may revamp the development direction or improve or enlarge it at a later time.
   (An example - You may encourage that some students shadow some employers now, but after the total assessment is complete you will provide a larger and better system for doing so.)

IMPLEMENTING A PROGRAM DEVELOPMENT PLAN

NEEDS ASSESSMENT

According to the goals or objectives approved by the School Board and council one must now establish where they presently stand in each of these areas. To do so, you must assess the existing conditions.

Step 1. For each goal-

a) brainstorm a list of the audiences, kinds of persons or places from which information is to be sought.
(Using large newsprint boards or pads and a magic marker is a good means to record the brainstorming, everyone should be able to see whats been generated and it can be saved for future reference or recording.)

Brainstorm - a generating of ideas, topics, etc. without evaluating them.

b) Compare the lists generated for each goal and see where various audiences overlap.
When you design survey forms for each audience you should include questions concerning each goal.

Step 2. For each goal-

a) Brainstorm the kinds of information you wish to gain from each audience.
Use topical ideas only, don't worry about question form or grammar at this point. Draw out the major ideas or questions only. Be sure enough is written down that the intent of the question will be clear later on when you refer to the list to design your survey forms.

b) Follow this procedure for each audience you listed, for each goal.

Step 3. Design the survey forms -

a) Seek professional expertise:
Depending on the size, information and budget of your assessment efforts you may wish to call upon local, or State Dept. of Education consultants to help you design your survey for completeness, interpretation and easy or computer tabulation. It will also be helpful to know what are representative numbers, etc., rather than trying to survey everyone.

b) Carrying out the assessment on your own -

Here are some hints:

1) Identify the numbers of your audience
2) Decide if you will interview or or use self answer survey forms. Make a distribution & retreival plan
3) Figure out a time schedule & procedure for
writing the survey questions
have the surveys printed
distributing the forms
retrieving the forms
tabulating the forms
interpreting the data
disseminating the results
4) Write each question in simple language (avoid jargon)
5) Write each question as a single thought (avoid compound thoughts, words or statements)
6) Edit the form for grammar, spelling and clarity
7) Sample a small relevant audience. Accumulate data on any difficulties in interpretation, language, etc.
8) Re-write with corrections from above data

Step 4. Assign responsibility -

For dissemination, collection and tabulation

Step 5. Carry out the assessment

Step 6. Tabulate the Results / Write a summary narrative

The above steps are over simplified to provide clarity in this volume. If possible a person with expertise in assessment should be consulted to develop this porcedure. You may wish to seperate, for example, various size of businesses in your business survey or parents by the age of their children etc. Each variation calls for more planning in the design and especially in the tabulation. If your survey will include any reasonable size audience it should be computer designed.

PLANNING PROGRAMS FROM ASSESSED NEEDS

THE REMAINING STEPS OF A PROGRAM DEVELOPMENT PLAN

Once your needs assessment is complete you are able to use this data to set individual goals for each program element. These goals should be statements of where you ought or want to be.

Specify the outcomes you want to see happen for each participant for each goal set.

Assign the responsibility for each outcome to a specific person or committee

Put the outcomes for each goal in priority order and address each one at a time

Design the procedures, strategies, materials,time-line, etc. that will be used/ necessary to meet each individual outcome.

Design or identify the mechanisms that will be used to assess if the outcome is being met.

Implement the procedures, activities etc. of the program

Using the identified assessment mechanisms, evaluate if the outcomes are being met.

If the outcomes are not being met satisfactorily go back through each step of the porgram design and make adjustments. Perhaps the activities, materials etc. are inappropriate for the audience, or they may not relate properly to the outcomes as they are stated or intended.

FINDING THE MEANS TO DO THE JOB

NO COST PROGRAMS AND SERVICES:

To assume some of these needs or goals could be met without money would be

naive'. However, to believe that money is alwasy stronger than motivation would also be in error.

Here are just a few simple program ideas that could materialize with more motivation than finance.

Adult Education Programs -
Very possible to be self supporting by tuition for credit or non-credit.*

College Credit Programs -
Could be self supporting by tuition *

Senior Citizen Programs -
Might be run in concert with recreation funds, special fund raisers or by volunteers within their own groups or from other associations or organizations, or in coop with students in the school etc., etc.

Bringing Guest Speakers To The School -
For day enrollees or adult evening programs (or both) could be largely volunt ry on the part of the guest or his/her sponsoring cause, organization, corporation, government etc. A speakers program for adults could be tied with a combination of free and admission agendas and administered by volunteers. (Assess the community for topics of interest).

Building Community Relationships / Communication
Senior citizens, the poor, the infirmed could be invited and perhaps brought to the school for matinee performances of school productions, recitals, shows, displays etc.

Active volunteers (perhaps not parents) could help find means to safely convey more students to plays, performances, the arts, demonstrations, trips and the experience of a large city etc.

Contacts for Experiential Learning
Can be totally voluntary and collaborative betweenthe community and the school. Volunteers can set up and coordinate these programs.

SEEKING FUNDING FOR PROGRAMS AND SERVICES:

1. The more involvement, knowledge of programs, interaction and collaboration that can be generated in your community, the more the budget answers will materialize.

2. Federal funding is available in a multitude of ways from many department including Education and the Department of Labor the best ways to learn of this funding include:
   a) See the advertisement for Federal Funding Manual - appendix
   b) Consult with various State Department consultants
   c) Encourage having a volunteer or group of volunteers who regularly keep tract of the Federal funding options
   d) Relevant professional literature lists grants & information

3. Private sources of grants, funding and awards. - Guides are available.

* Administration and maintenance costs could be made a part of the tuition concept.

4. Seeking sponsorship for specific reasons or purposes of a program (such as transportation) from community agencies or organizations.

5. Sponsoring community fund raising events, especially if it can be for one specific program or service or benefit that can be clearly communicated and supported by most of the community and specific facets of the community. The persons who will benefit should be the persons doing the work, especially students in day school.

NEW HAMPSHIRE OFFICES AND SERVICES THAT CAN HELP

I. NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION

A. Education Research and Development Unit
H, Stuart Pickard, Director
410 State House Annex, Concord, N.H. 03301

B. Community Education
Robbie Fried, Director
64 N. Main St., Concord, N.H. 03301

C. Adult Education
John Sideris, Director
64 N. Main St., Concord, N,H, 03301

D. Division of Post-Secondary Education
163 Loudon Road, Concord, N.H. 03301

II. LOCAL COLLEGES AND UNIVERSITIES

Contact the Director of Continuing Education or the Academic Dean at a college near you to discuss the possibilities of course offerings being made available in your community.

III. NEW HAMPSHIRE BUSINESS AND INDUSTRIAL ASSOCIATION
Concord, N.H. 03301

IV. YOUR LOCAL CHAMBER OF COMMERCE

V. NEW HAMPSHIRE DEPARTMENT OF RESOURCES & ECONOMIC DEVELOPMENT
State House Annex, Concord, N.H. 03301

PUBLICATIONS

SEVERAL USEFUL REFERENCES ARE CONTAINED IN THE APPENDIX OF THE VOLUME.

A VARIETY OF STATE AND LOCAL INFORMATION THAT MAY BE HELPFUL IS CONTAINED IN THE EXPANSIVE APPENDIX THAT IS PART OF VOLUME THREE OF THE N.H. PLANS FOR CAREER EDUCATION 1978-83

A LIST OF RELEVANT NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION PUBLICATIONS IS CONTAINED IN THE FRONT OF THIS VOLUME.

PART TWO

A Sample Illustration

COMMUNITY/EDUCATION LIAISON COUNCIL USE OF A PROGRAM MANAGEMENT PLAN FOR DEVELOPING K-ADULT CAREER EDUCATION

THIS SAMPLE SERVES TO ILLUSTRATE PLANNING AND MANAGEMENT CONCERNS OF DECELOPING AND MAINTAINING A K-12 AND ADULT CAREER EDUCATION PROGRAMS.

SETTING UP THE MANAGEMENT BODY

The Community/Education Liaison Council may serve as the career education Advisory Council, possibly holding separate meetings exclusively for this purpose - or - the Liaison Council may choose to appoint a separate advisory group for career education. The advisory group should contain the same constituency as the make up of the council. The separate advisory group would be responsible to the Liaison Council and ultimately to the School Board.

FOLLOWING THE PROGRAM MANAGEMENT PLAN

NEEDS
ASSESSMENT

Because a comprehensive career education program involves all educational administrators, the whole school faculty and the broadest range of the local community, assessing one's current status can be quite complex. It may first serve you best to see where you are from a broad general perspective. The chart which follows includes four sections. School associated audiences, The high school as a whole or K-12 as a whole, The private sector, and Non-school and Adult.

WHERE TO FIND ASSESSMENT TOOLS

AUDIENCES TO BE ASSESSED	SAMPLE SURVEY FORMS CONTAINED IN APPENDIX	FULL INFORMATION & REFERENCE MATERIAL - C.E. OFFICE
STUDENTS		
Grades 1-3	X	X
Grades 4-6	X	X
Grades 7-9	X	X
Grades 10-12	X	X
TEACHERS	X	X
COUNSELORS	X	X
PARENTS	X	X
SCHOOL PRINCIPALS	X	X
SUPERINTENDENTS	X	X
HOW TO ASSESS AN EXISTING H.S. PROGRAM	Reference Title given in Appendix	X

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

How to set up a career education advisory council that works in — and for — your schools

By Max E. Jobe
and Fred Hoke

American capitalism has come in for some hard knocks of late, but it still seems that schools and students could benefit from a closer relationship with the local business and labor communities. The problems, of course, are time and people. Ask a busy superintendent or principal to develop, control and coordinate a program of cooperation between school and industry and you're likely to get a sometime program that works some of the time.

One solution, if you buy the basic argument that students and the school curriculum can learn something from the outside world of work, is a career education advisory council.

Your state already may have an advisory council for vocational and technical education, formed under guidelines of the 1968 vocational education amendments. State-level councils, however, cannot realistically dictate local educational programs or policies, so your board may want to consider developing its own career education advisory council with these goals in mind: (1) the council can review the district's curriculum and facilities along with local manpower needs and job placement programs, or (2) the council may simply be made up of men and women who are familiar with various job or career requirements and who can advise school officials about programs and curriculum that can help provide entry-level job skills for students.

Max E. Jobe is associate professor in the department of secondary and higher education at East Texas State University in Commerce. Fred Hoke is executive director of the West Virginia Advisory Council on Vocational Education, in Charleston.

Here are ten items to keep in mind for developing a career education advisory council that works:

1. A commitment must be made by the school board and the school superintendent. Simple, but essential, advice. Without a willingness to consider seriously a council's advice and recommendations, the council isn't likely to attract and keep the people in your community who can do the schools most good, and the entire program probably will become ineffective.

2. Objectives must be defined before community members are asked about participation on the council. Examples of objectives (the board and superintendent must ensure that the objectives are clearly defined): locating and developing material for career education programs in the school; identifying local manpower needs; offering advice on certification requirements for vocational educators; identifying job clusters for career studies; providing resource people from outside the school for participation in career awareness programs for students.

3. Objectives and goals for the council should be written in pencil, not carved in stone. To be effective, a local advisory council should be maintained as an ongoing program with the built-in ability to evaluate and modify goal directions when circumstances demand change.

4. Membership of the council should be determined by the purpose of the council, as defined by school officials and local needs. If the council will be advising school officials about design and implementation of career education curriculum programs, membership of the council should represent a cross section of the occupations in the community. If possible, representatives of business, industry, labor and government should serve on the council. Council membership should reflect the *types* of jobs in the community — industrial, service, retail. Other groups that may

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The addends: The board's commitment, the superintendent's sincerity, the council's willingness to work. The sum: success.

warrant representation: farm, student and women organizations.

5. Council members should have a demonstrated interest in education. They should also have the ability to organize and direct volunteer groups. They should be community and business leaders, able to speak for their own organizations, and able to influence community actions. Members should be nominated by board members, but the board may want the superintendent to offer a list of his own nominees.

6. A council may vary from ten to 25 members, but 15 may prove to be a good, working number. The number of people participating in council activities can be expanded by using subcommittees.

7. After potential members are asked (by letter) to serve on the council, the superintendent should call a meeting. Attending this first meeting will be the council members, school board members, the superintendent, and certain school staff members. This meeting should cover an explanation of the council's purpose and goals and the selection of council chairman and, possibly, other officers. A date for the next meeting should be set and the council chairman may want to ask certain council members to prepare reports that can be discussed at the second meeting.

8. The council must determine how it will organize to meet goals. A small council may choose to operate as a committee-of-the-whole in dealing with studies for the school board. Certain reports and data collection, however, may require subcommittee assignments. Subcommittees may, for example, be formed to forecast types of jobs and number of workers likely to be needed in a community, to determine the students' needs and desires for certain kinds of career or job preparation, and, finally, to coordinate this information into a report that school officials can use in implementing various career education programs.

9. One key job for the council will be overall coordination. Without one person who can secure data for council activities, set up meetings, develop agenda, and contact members, the part-time council may just dissolve into disuse or may devote time to activities that do not directly help the school and students. Coordination can be handled by the chairman—if he or she has enough time and resources, but especially time. Another approach: a full-time coordinator employed by the local chamber of commerce, merchants association or other community group. This person could devote full time to being administrator of the council and liaison for council, board, superintendent, and staff. The third method, and the one most often used, is the assignment (by the school board) of a school staff member who will have responsibility for coordinating council activities. The council chairman should remain in a dominant role and direct the activities of the coordinator.

10. The effectiveness of a career education advisory council depends on:

—the school board's commitment to having a council that works.

—the superintendent's sincerity in wanting a council that is involved in meaningful activities, not busywork.

—the council chairman's initiative and ability to lead.

—the council members' willingness to work.

—the ability of the council to use all the available resources of the school board and still remain independent enough to be objective in making recommendations. □

ASSESSING YOUR CURRENT STATUS

The first step in implementation of a career education program is to assess your current situation. In order to establish priorities you need to determine what has been done, and what tasks remain. The following categories are an adaptation of an assessment tool designed by the State Superintendent of Public Instruction in the state of Washington. They represent areas you should be concerned with, and questions you might ask yourself in order to evaluate the degree of career education involvement in your area.

CATEGORY 1

BOARD COMMITMENT: Commitment to a local career education program by the board of directors will be established.

a. No commitment has been made by the board.
b. The board has verbally recognized and endorsed career education in principle.
c. The board has established written policy supporting career education as part of the district's instructional program.

CATEGORY 2

STUDENT GOALS AND OBJECTIVES: Student goals and objectives compatible with the definition of career development will be developed.

a. No goals and objectives have been established.
b. Development of student goals and objectives has begun.
c. Written goals and objectives have been developed and are being used at various levels and/or disciplines.
d. Total district goals and objectives system has been developed and implemented.

CATEGORY 3

MANAGEMENT SYSTEM: A management system will be established to assist in the planning and implementation of the district's career education program.

a. No provisions for a management system have been made.
b. A management system is being designed.
c. A management system has been adopted.
d. A management system is operating.

CATEGORY 4

BUDGET: A budget program will be established for career education.

a. No funds being budgeted.
b. Only categorical funding is being used.
c. No line item is provided and funds are spent on a building/district discretionary basis.
d. A line item figure has been established by the district.
e. A significant "per-pupil" allocation has been established.

CATEGORY 5

STAFF DEVELOPMENT: A career education staff development plan will be developed and implemented including such techniques as: 1) orientation, 2) training, and 3) released time for visits to industry and similar activities.

a. No staff development program.
b. Orientation sessions.
c. Training sessions.
d. Released time.
e. A district-wide, on-going program.

CATEGORY 6

PARENTS/STUDENTS SUPPORT: Parents/students will participate in the career education process.

a. No participation by parent/student.
b. Parents/students provide verbal support for career education.
c. Parents/students establish study groups.
d. Parents/students demonstrate total support through activities such as: 1) providing transportation, 2) serving on committees, and 3) involvement in program development.

CATEGORY 7

COMMUNITY: Business, labor, industry, professions and service groups will participate in the career education program.

a. No participation has taken place.
b. Informal verbal communication has taken place.
c. Study and articulation committees have been established.
d. A comprehensive formal system of participation has been planned.
e. A comprehensive formal system of participation has been implemented.

CATEGORY 8

INSTRUCTIONAL SERVICES: Curriculum will be developed and implemented to achieve the student goals and objectives of the career education program.

a. No career education curriculum activities exist.
b. Supplementary activities are used.
c. Specific programs are in operation.
d. A developmental program has been designed and implemented.

CATEGORY 9

INSTRUCTIONAL CAREER EDUCATION RESOURCES: Instructional resources that contribute to the achievement of the student goals and objectives of the career education program will be made available to teachers and students (Includes curriculum guides, printed materials kits, video tapes, films, filmstrips, occupational information systems).

a. No resources have been identified specifically for use in career education.
b. Limited resources are available.
c. A wide variety of resources are available.
d. A wide variety of resources including an adequate occupational information system.

CATEGORY 10

SELF ASSESSMENT: A system of assisting students in a self assessment related to their career development will be developed and implemented for all students.

a. No career related self assessment conducted
b. Random use of materials and activities.
c. Planned use of limited materials and activities.
d. Systematic program of self-assessment implemented.

CATEGORY 11

COMMUNITY RESOURCES: Resources of the community, both human and material, will be used to expand the district's capacity for delivering career education to all students.

a. No community resources are being used for career education per se.
b. Occasional use by individual teachers.
c. Planned use of limited resources.
d. Comprehensive system for use of resources

CATEGORY 12

STUDENT OUTCOMES: Student outcomes will be measured as a primary means for evaluating the district's career education program.

a. No evaluation of the career education program exists on student outcomes.
b. Use of questionnaires and general opinion surveys.
c. Use of specific and systematic measurement instruments.
d. Complete measurement system in operation.

CATEGORY 13

ANNUAL ASSESSMENT: The career education program will be evaluated by means of a local assessment.

a. No career education program assessment is being conducted.
b. Annual assessment of the district career education program is conducted.

HOW TO ASSESS AN EXISTING K-12 PROGRAM	Reference Title given in Appendix	X	
BUSINESS & INDUSTRY	X	X	*
SERVICES & AGENCIES		X	
FRATERNAL, CIVIC & GOVERNMENT		X	
TEENS, YOUTH & DROP-OUTS			*
ADULTS - NON-SCHOOL		X	
ADULTS IN POST-SECONDARY EDUCATION		X	

* Development of sample survey forms may be sponsored by the State Dept. of Education pending Federal funding.

The N.H. State Department of Education, Office of Career Education sponsored a State-wide survey on a voluntary basis in 1977-78 using the documents which appear in the appendix. The final report of this survey is contained in Volume One of New Hampshire PLans for Career Education 1978-83.

Local education agencies are invited to adapt or adopt these surveys for use in their own district, or to design their own instruments. You may also wish to delete or add to the audiences to be surveyed according to your community needs and the identified goals for education, i.e., career education. (See the discussion on Needs Assessment contained in part one of this volume.)

SETTING
GOALS

From the results of the various surveys or assessments you administered (which should be examined as a whole) the basic needs of each audience should be identified.

The reader is referred to Volume One (of this series) for the Goals identified at the State Level as a result of surveying the audiences in the first section of Chart 1.

An up-ward flow is recognized: If we wanted change to occur for students, what change did we want to see happen? If the students were to change what had to change in the teachers? If the teachers were to change what had to change in the administration? If the school building administration was to chnage what had to happen at the superintendent level, i.e. for the district as a whole? What change had to occur at the School Board level?

REPETITION OF THE MANAGEMENT PLAN

The results of your needs assessment should lead to goals at each of these same or similar levels. In developing a program the steps in the Program Development (Management) Plan must be repeated for each level.

BEGIN WITH ...

GOALS AND OUTCOMES FOR LEARNERS (STUDENTS)

WHICH LEAD TO ...

GOALS AND OUTCOMES FOR INSTRUCTORS (TEACHER/COUNSELORS)

WHICH LEAD TO ...

GOALS AND OUTCOMES FOR BUILDING ADMINISTRATORS (PRINCIPALS)

WHICH LEAD TO ...

GOALS AND OUTCOMES FOR SUPERINTENDENTS

WHICH LEAD TO ...

GOALS AND OUTCOMES FOR THE SCHOOL BOARD (COMMUNITY)

HOW TO COMPLETE THE PROGRAM MANAGEMENT (DEVELOPMENT) PLAN:

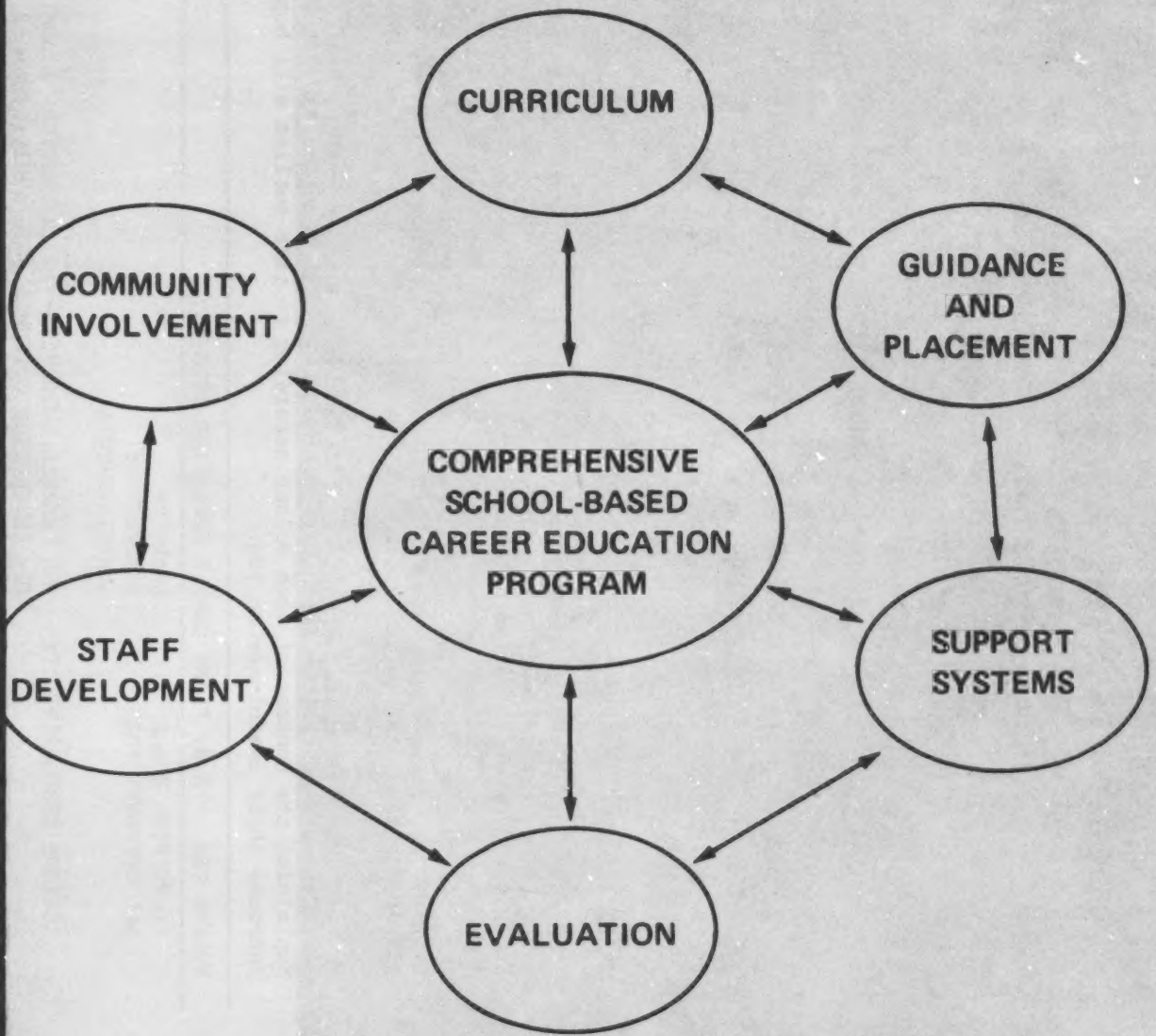
Using your local expertise implement each of the remaining steps of the program management plan for each level.

YOU WILL NEED TO REPEAT THE FOLLOWING STEPS FOR EACH GOAL FOR THE LEARNER
FOR THE INSTRUCTOR
FOR THE PRINCIPAL
FOR THE SUPERINTENDENT
FOR THE SCHOOL BOARD

THE PROGRAM DEVELOPMENT STEPS:

1. For each goal write the necessary desired outcome statements.
2. Under each goal, put the outcome statements in priority order. *This often results in a time-line and eludes to a strategy for procedure.*
3. Assign the responsibility for each outcome to a specific person, group, department or committee.
4. The person(s) assigned the responsibility for the outcome will need to plan a series of meetings in which they will brainstorm & plan the strategies, procedures, funding, materials, resources, references and personnel necessary to attain the outcome.
5. The person(s) assigned the responsibility must identify or design the methodology by which the outcome will be measured/evaluated.
6. The persons assigned the responsibility for the outcome will assure implementation of the strategies to attain the outcome.
7. Persons assigned the outcome will implement the evaluation, publish the results and make necessary (or recommend) corrections.

Program Components



YOU SHOULD ARRIVE WITH AN OUTLINE LIKE THIS:

LEARNER GOALS (Students / Adults)

OUTCOMES For each Leaner Goal / In priority order

ASSIGNED RESPONSIBILITY - for each outcome under each goal

STRATEGIES - To attain each outcome

EVALUATION MECHANISMS For each outcome of each goal

INSTRUCTOR (TEACHER/COUNSELOR) GOALS

OUTCOMES For each teacher/counselor goal / In priority order

ASSIGNED RESPONSIBILITY - For each outcome under each goal

STRATEGIES - To attain each outcome under each goal

EVALUATION MECHANISMS For each outcome of each goal

ADMINISTRATION GOALS (PRINCIPAL, SUPERINTENDENT, SCHOOL BOARD)

OUTCOMES For each goal / In priority order

ASSIGNED RESPONSIBILITY - For each outcome of each goal

STRATEGIES - To attain each outcome of each goal

EVALUATION MECHANISMS - For each outcome of eachgoal

REINVENTING THE WHEEL:

Many career education programs are already in existance and have proven and valided results about what changes can happen for kids and other levels. It is not necessary that you start at "go" with no references to assist you. The N.H. State PLan for Career Education has done a lot of the ground work for you, you may adopt its ideas, goals and format, or use it as a starting or reference point. Here is some information about the content of the four volumes as the refer to development.

The New Hampshire Plans for Career Education 1978-83 volumes were developed according to the Program Management Plan contained in part one of this volume. Explaining the content of each volume according to this outline will hopefully increase their usefulness to you.

VOLUME ONE - N.H. PLANS CAREER EDUCATION 1978-83

IDENTIFIES GOALS AND OUTCOMES FOR	LEARNERS INSTRUCTORS ADMINISTRATORS
ASSIGNS RESPONSIBILITY	FOR LEARNER OUTCOMES - TO INSTRUCTORS & ADMIN. FOR INSTRUCTOR OUTCOMES - TO ADMINISTRATORS FOR ADMINISTRATIVE OUTCOMES - TO THEMSELVES
SPECIFIES STRATEGIES	TO ASSIST LOCAL EDUCATION AGENCIES IN DEVELOPING THE MEANS TO MEET THE INSTRUCTOR & LEARNER OUTCOMES

EVALUATES	STATE LEVEL ACTIVITIES TO PROMOTE THE STRATEGIES NECESSARY TO ATTAIN THE OUTCOMES OF EACH LEVEL (i.e. learner, instructor, administrator)

IT SHOULD BE NOTED THAT IN THE STATE PLAN, THE LEARNER OUTCOMES WERE ARRIVED AT FIRST, THE OUTCOMES FOR TEACHERS/COUNSELORS (THE CONTENT OF IN-SERVICE TRAINING) WAS ARRIVED AT FROM THE LEARNER OUTCOMES.

VOLUME TWO - COMMUNITY INVOLVED MASTER PLANNING OF LOCAL EDUCATION (This Volume)

IDENTIFIES GOALS AND OUTCOMES FOR	ADMINISTRATORS - SUPERINTENDENTS & SCHOOL BOARDS
ASSIGNS RESPONSIBILITY	FOR PLANNING & MANAGEMENT TO THE COMMUNITY/EDUCATION LIAISON COUNCIL
SPECIFIES STRATEGIES	FOR PLANNING AND MANAGEMENT
EVALUATION METHODS IDENTIFIED	METHODOLOGIES FOR ASSESSING ONES CURRENT STATUS TO BE REPEATED LATER TO EVALUATE ONES PROGRESS ARE IDENTIFIED.

VOLUME THREE - DEVELOPING CAREER AWARE CURRICULUM K-12

IDENTIFIES GOALS AND OUTCOMES FOR	LEARNERS GRADES K-12
ASSIGNS RESPONSIBILITY	TO TEACHERS AND COUNSELORS BY GRADE LEVEL & CURRICULUM
SPECIFIES STRATEGIES	FOR MEETING LEARNER OUTCOMES AT EACH GRADE LEVEL ACCORDING TO REQUIRED CURRICULUM. IDENTIFIES MATERIALS, MEDIA, METHODOLOGIES. RESOURCES & REFERENCES.
EVALUATION	IDENTIFIES EVALUATION MECHANISMS FOR EACH GOAL AND FOR EACH OUTCOME AND FOR VARIOUS GRADE LEVELS.

VOLUME FOUR - DEVELOPING ADULT CAREER DECISION-MAKING PROGRAMS & SERVICES

IDENTIFIES GOALS AND OUTCOMES FOR	ADULT LEARNERS
ASSIGNS RESPONSIBILITY	TO COLLEGE FACULTY, ADMISSIONS & COUNSELORS TO LOCAL COMMUNITIES TO MEET LEARNER NEEDS VIA COLLABORATION OF EDUCATION AND COMMUNITY RESOURCES
SPECIFIES STRATEGIES	FOR FUNDING, DEVELOPING, MAINTAINING ADULT PROGRAMS AND SERVICES
EVALUATION	IDENTIFIES ADULT EVALUATION TOOLS OF LEARNER OUTCOMES

THE REMAINDER OF THIS VOLUME WILL DEAL WITH MANAGEMENT STRATEGIES FOR CAREER EDUCATION PROGRAM DEVELOPMENT WHICH WILL INCLUDE:

* IMPLEMENTATION STRATEGY RESOURCES
* PUBLICITY AND PUBLIC RELATIONS
* IN-SERVICE / PRE-SERVICE TRAINING
* PROGRAM DEVELOPMENT - COMMUNITY INVOLVEMENT
* RESOURCE SERVICES
* ASSESSMENT AND EVALUATION

PUBLISHED RESOURCES ON IMPLEMENTATION STRATEGIES FOR CAREER EDUCATION

Just about every state in the country and volumes of other writers have generated manuals and guides for implementing career education programs.

The following (plus others) are available for review from the Career Education Office, Concord.

A Manual for the Implementation & Administration of Career Education Programs, 1973 Mollie W. Shook and Robert L. Morgan, Center for Occupational Education, North Carolina State University at Raleigh.

Ten Action Steps To The Implementation of Career Education, U.S.O.E.

Washington State Plan for Career Education - Part 3 Implementing Career Education: Suggested Procedures and Exemplary Strategies, 1977 Supt. of Public Instruction, Old Capital Bldg., Olympia, Wash. 98504

Implementing Career Education - Exemplary Practices in California Schools 1977 and
Implementing Career Education - Community Involvement, 1977 California State Department of Education, Sacramento, California

Rural America Series - Career Guidance, Counseling, Placement and Follow-Up Programs for Rural Schools K-14 The Center for Vocational Education, The Ohio State University 1960 Kenny Road, Columbus, Ohio 43210

PUBLICITY AND PUBLIC RELATIONS

Public education is notorious for poor marketing of their products, programs and services. Parents and communities can be uninformed about important programs that go on in the school.

In a program that virtually depends upon community interaction, parent participation and volunteers - public knowledge and public recognition and reward of collaborators is of paramount importance.

Assign this responsibility to faculty, community or student volunteers with interests and skills in journalism, art, writing or graphics; make it a part of a course requirment or experience for students in a relevant program, or seek community expertise volunteers, but what ever you do don't ignor the issue of publicity and public relations.

The outline in VOLUME ONE for State Level efforts in publicity and public relations may be helpful or adaptable to local education. Follow the program development format. Assess your local needs, state your goals and specify the desired outcomes, assign the responsibility for each outcome, identify a plan and strategies to attain the desired outcomes and plan how you'll evaluate if your efforts are getting the results you need (meeting your goals).

IN-SERVICE/PRE-SERVICE TRAINING

WHAT THE LOCAL COMMUNITY CAN DO TO ENCOURAGE COLLEGE/UNIVERSITY TRAINING OF TEACHERS AND COUNSELORS THAT INCLUDES CAREER EDUCATION COMPETENCIES:

1. Try to seek teachers and counselors with this training when hiring staff. You may wish to make it a policy to do so.
2. Communicate the needs and competencies desired in teachers and counselors to the state institutions which train them, especially if one is located in your local community.

THERE ARE TWO ISSUES REGARDING MANAGEMENT THAT RELATE TO IN-SERVICE TRAINING OF TEACHERS, COUNSELORS, ADMINISTRATION AND "PARENTS"

1. The content of the in-service training
2. The method of delivery or schedule of events

CONTENT:

Local in-service training content should evolve from the original learner outcomes and from the results of the various levels (i.e. teacher, counselor, principal, superintendent) personal needs assessment results. In-Service training modules are identified for a wide list of audiences in Volume One of this series.

METHOD:

For our purpose we are not referring to the method in which the content will be taught in the individual sessions, but the method by which sessions will be made available to educators at each level.

THE MANAGEMENT PROBLEMS TO BE ADDRESSED INCLUDE:

1. How to accomodate career education staff development into the overall scheme of all concerns requiring staff development
2. How to find, encourage additional time for training
3. How to professionally acknowledge participants via in-service hours or credits for training performed on the educators own time or beyond ones contractual agreement
4. How to take advantage of State Level assistance (especially if Federal implementation funding materializes)
5. How to identify the appropriate expertise to provide training
6. Finding the means to pay for the expertise to provide in-service training
7. Planning sequential learning modules for all the teachers, staff etc. who will need training to carry out the objectives for learners.

FORM 4

GENERAL ASSISTANCE REQUEST

(To be Submitted to In-service Coordinator)

NAME_____ROOM_____GRADE_____

DATE_____

I would like the following assistance, material, information, or services: (Describe in sufficient detail so that further clarification will not be needed).

_____

_____

_____

_____

_____

When is the above needed: Date and/or time_____

FOR COORDINATOR NOTES

Available in the building? YES___ NO___ Immediate action? YES___ NO___

Has this been requested by other staff? YES___ NO___

What action is to be taken?

When was action taken and completed? Date and time_____

TIPS FOR PARENTS

Teachers or counselors who are interested in encouraging parent involvement in career education might make copies of these suggestions and send them home with their students.

—Encourage your child to ask and think about the question, "What will I be when I grow up?" In the early years, children's hopes are often expressed in fantasy terms, especially during play. You will hear things such as, "I'm Daddy and I'm Superman, and you're Mommy and you're Wonder Woman." Don't criticize such statements. Your child is exploring who he or she is and the kind of persons they are becoming. It will help you to understand him or her better if you let your child talk in this way. Provide toys that encourage experimentation through play with many different jobs.

—Don't discourage your child from planning particular careers at an early age. It is better to ask, "Why does this appeal to you?" than it is to say something like "You wouldn't like to do that" or "That's a terrific job" or "That's completely unrealistic." Until major action decisions have to be made better to let your child think about any possible job choice.

—Try to help your child think about alternate choices. The question, "If for some reason, you couldn't do this, what other things would you want to do?" is a good one to raise. It will help you learn more about your child, and will also help her or him broaden the basis for career decision making. Talking about your own alternate career choices will also help in this. For example, discussing jobs you've had in the past, or changes you might be considering in your present occupation.

—Try to eliminate sex bias in thinking about your child's future career. Your daughter may very well wish to enter an occupation you now think of as "masculine," or your son enter one that you consider "feminine." Don't discourage them from thinking about such occupations. Times are changing, and they will need extra measures of your emotional support. If the child next door discourages your daughter from being a doctor because "girls are nurses," take your daughter to a woman doctor if you can. If you can't, point out women who are in traditionally male jobs. Say things like, "A person's sex really doesn't matter, it's ability that counts."

—Don't hesitate to respond when your child asks, "What do you think I should be when I grow up?" Try to make it clear that it is more important that he or she be happy than become what you would like. However, you can point out particular talents that he or she possesses and discuss the jobs that these would be helpful in.

—Tell your child about the work that you do. Try to do so in a positive way so that your child will gain respect for you by respecting what you do. Neither encourage nor discourage your child from considering your occupation. The important thing is that your child sees that you, through your work, are making contributions to society.

—Encourage your child to ask people about their jobs. Make use of your friends who are in the occupations your child is considering. Emphasize to your child that she or he should seek information, not firm advice, from such persons. If your child is particularly interested, ask a friend if your child can visit to see what the job actually involves.

—Take your child on field trips to see various people at work in factories, offices, automechanic shops, etc. This is very helpful in letting children acquire a realistic view of a variety of jobs.

—Help your child explore hobbies and other leisure time activities that are productive and useful. Sometimes such activities can lead to career choices. Whether they do or not is unimportant. What is important is that they can help your child see himself or herself as one who can accomplish something successfully.

—Help your child understand how very important her or his school work will be in later job decisions. Show them how such subjects as reading, arithmetic, and communications are used in almost all occupations. In short, help them understand that there are more important reasons for going to school than simply going to school.

—Encourage your child to engage in part-time work outside the home. If such work is done for pay, you can talk to your child about basic elements in the free enterprise system. Whether or not the work is for pay, it can be valuable in two ways: (1) it can help your child explore career interests and (2) it can help your child discover the sense of accomplishment and self pride that can come from work.

—Encourage your child to visit with teachers and counselors about career plans and hopes. After such visits, talk with your children about what they learned. Feel free to tell them what you think. In doing so, make it clear that you are expressing your opinion, not telling them what to do with their lives. Don't refuse to discuss such matters with your children just because you don't know the answers.

—Visit the schools your children attend. If your child has been discussing career plans with a teacher or counselor at school, seek that person out and ask such questions as, "Do you think this career is suitable in view of my child's strengths and weaknesses?"; "What are the best schools for pursuing this field of study?"; "What is the employment outlook for this career?" You will often learn much and you will certainly help teachers and counselors help your children more if you are willing to talk to them.

—Help your child understand that it will be equally important to acquire a set of specific job skills and a set of adaptability skills for occupational success. For example, if your child is preparing for a career in journalism, it would be wise to also have a broad base of academic subjects that might be used in fields other than journalism.

—Remember a college degree is no longer the best or surest route to occupational success. If your child is in high school, encourage him or her to think about all kinds of postsecondary educational opportunities. Try to help your child think about a variety of *kinds* of post high school educational opportunities. for example: all-volunteer armed forces, vocational schools, community colleges. Emphasize the wide choice that exists.

WHERE TO SEEK IN-SERVICE TRAINING ASSISTANCE:

1. In the other volumes of this series
2. From the State Department of Education office of Career Education
3. The Education Departments of local colleges and universities
4. Other school districts who have been engaged in career education and who may be willing to share expertise and/or exchange
5. The volumes of free career education resources and materials that are available.
6. From persons who have been active in career education in New Hampshire over a period of time. A resource of consultants is contained in the Appendix to Volume Three under N.H. Programs and Services
7. The Appendix of this volume which lists resources from Ohio State University and the U.S. Office of Education (U.S.O.E.)

PROGRAM DEVELOPMENT

THE MAJOR MANAGEMENT ISSUES OF PROGRAM DEVELOPMENT INCLUDE:

1. How to infuse career education into the curriculum
2. How to assure scope and sequence-
   This means how to assure a building of competenciesfrom kindergarden to the twelth grade and how to assure that each learner is exposed to all the aspects of education that will develop his/her competencies in each of the eight outcomes for a career educated person.

   THESE ABOVE ISSUES AND THEIR SOLUTIONS ARE ADDRESSED IN VOLUME THREE
3. How to assure accessibliity to career decision-making programs and services for school drop-out, non high school graduates, low self esteem persons, bilingual, adults, persons who need re-training due to skills obsolescence, mid-life career changers etc., etc.

   THE ABOVE ISSUE IS ADDRESSED IN VOLUME FOUR BUT DEPENDS UPON COMMUNITY COLLABORATION AND INTEREST SUCH AS IS SUGGESTED IN THIS VOLUME:
4. How the relationship between content and method will be merged with community participation and involvement. It is important to dedicate significant space and thought to each aspect of the merging between curriculum and cummunity.

   CURRICULAR GOALS:
   Though all curriculum does not always adhere to this form, traditionally curriculum has been developed with five steps in mind; preparation, presentation, association, generalization and application. In recent past history we did a good job on the first three but often ignored the last two steps. We are beginning to realize the importance of these latter functions and career education is one means to do so.

   The teacher intending to bring community resources to the classroom or the class to the community should prepare the introduction, purpose and goals within lesson plans and communicate the preparation for the learning to the students. It should be known which of the cur-

riculum elements the guest or visit is intended to cover.

Presentation - Are they to present the material in concrete form and relate it to the students past experiences?

Association - Are they to assist in analysis and to compare new and old information to bring students to a new idea?

Generalization - Are they to help students see the general rules, laws or principles formed from the analyzed experience, developing general concepts as well as sensations and perceptions?

Application - Are they to illustrate the application of the general idea, to test it, to use it as a practical tool?

Any guest or visit may accomplish any number of these steps following preparation which should always proceed any guest or visit. The instructor teacher, counselor should design which steps she/he intends the guest or visit to cover, assess if in fact that happened, and assure that all the steps are covered through her/his efforts and the community participation.

DEVELOPMENT OF COMMUNITY RESOURCES:

It is again necessary to follow the Program Development Plan for this individual part. Assess your needs from the community and the needs that the community has from you, i.e. what does the business community need from the educational resources etc., or its graduates? What can parents do for the schools as well as what do they expect from the schools. Set goals and outcomes for each audience. Put the outcomes in priority order. One by one assign the responsibility for the outcomes to specific persons or groups, design strategies for attaining the outcomes, design an evaluation mechanism, implement the strategies and evaluate your progress.

SOME HINTS IN DEVELOPING RESOURCES:

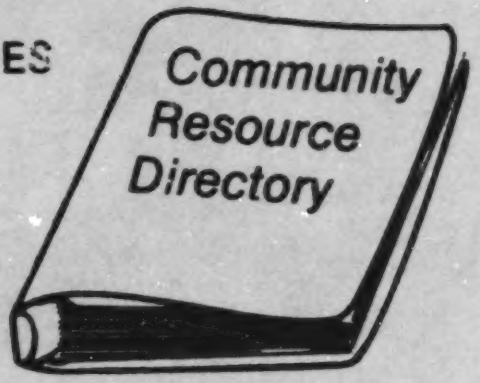
1. Use the yellow pages phone book to identify kinds of business, industries, services etc. (if you have no yellow pages or in addition to them), use Made In New Hampshire a publication of the Dept, of Resources & Economic Development.
2. Contact the local Chamber of Commerce
3. Use or establish a Community/Education Liaison Council
4. Involve as many volunteers and non-school persons in the community planning and development process as possible
5. Read the Private Sector Panle report contained in Volume One
6. Improve channels of communication & public rewards
7. Involve the parents in everything, keep them informed
8. Through career education curriculum development improve the school-community and community-school flow of exchange

MANAGEMENT AND COORDINATION OF COMMUNITY INVOLVEMENT/RESOURCES:

In the context of this sample program we are using community involvement to mean only those directly related to experiential learning via class visits or student experiences in work settings etc. (A much broader context is examined and intended by Part One of this Volume).

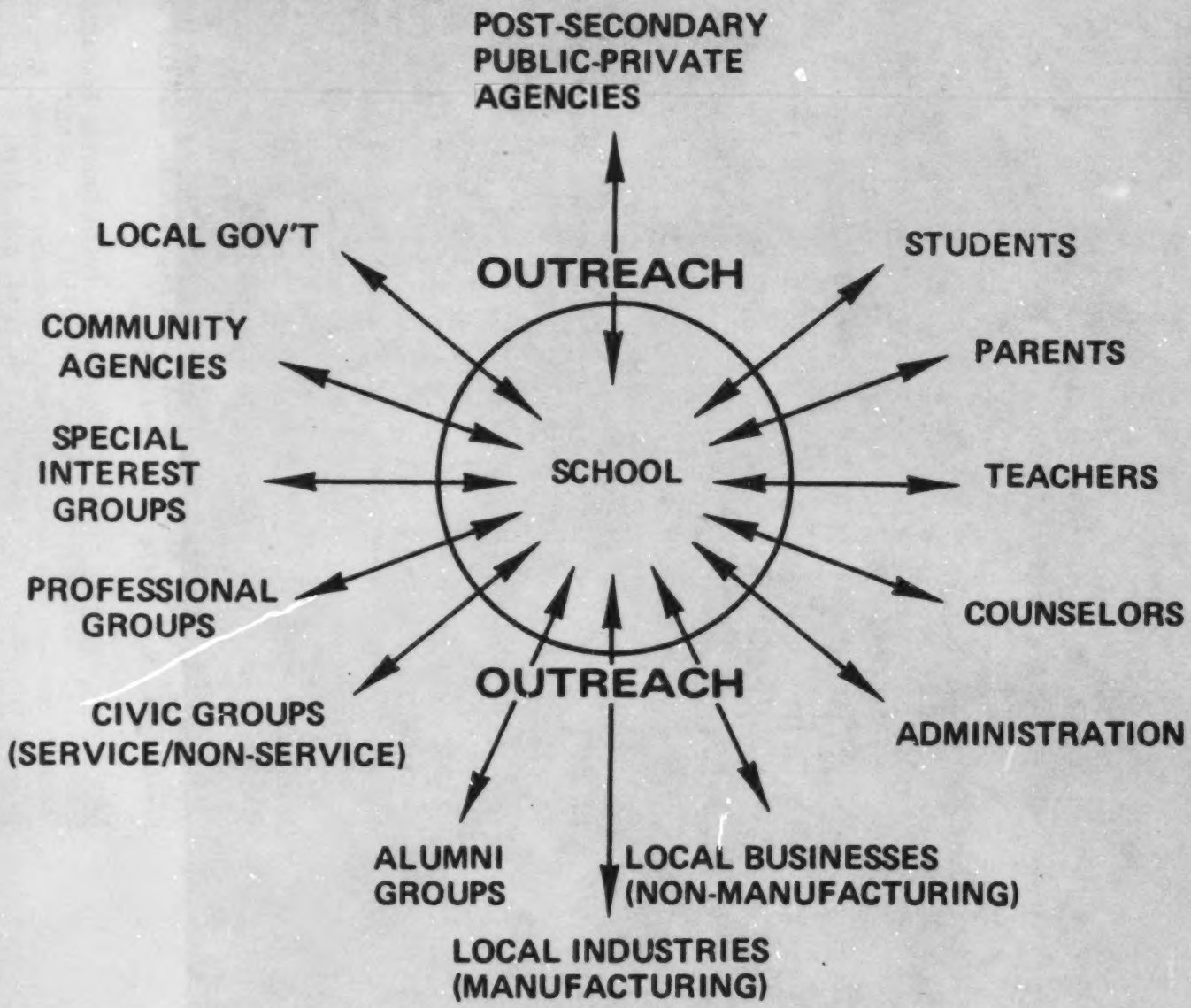
Community Resource Directory For Career Education

DIRECTORY SHOULD INCLUDE A CATEGORIZED INVENTORY OF THE COMMUNITY RESOURCES AVAILABLE TO PROVIDE LEARNING EXPERIENCES FOR STUDENTS, FOR EXAMPLE:



- RESOURCE PERSONS (EMPLOYERS, EMPLOYEES, PARENTS, OTHERS)
- FIELD TRIPS
- COMMUNITY ORGANIZATIONS, AGENCIES AND GROUPS
- OPPORTUNITIES FOR WORK EXPERIENCE/ WORK OBSERVATION
- MATERIALS, SUPPLIES AND EQUIPMENT AVAILABLE FOR LOAN OR DONATION

Target: Community Resource Publics



IT IS MANDATORY, FROM THE BEGINNING, THAT ALL K-12 COMMUNITY CONTACT FOR LEARNING PURPOSES BE COORDINATED THROUGH A CENTRAL SOURCE OR SERVICE. A CADRE OF TRAINED VOLUNTEERS SHOULD BE DEVELOPED TO MANAGE THE PROCESS.

WHAT NEEDS TO BE DONE:

1. The community must be assessed to determine the willingness and capability of its resources to participate.
2. A community resource file or directory must be established It should be noted that the building of a resource directory is a perpetual process
3. A policy on purpose and use of community shouldbe written
4. A procedure for contact with community resources should be established
5. The process for contact must be through one persons responsibility or office, all persons must use the same procedure in one school district, not just in one school
6. Records should be kept in the resource office to include: Dates of contacts, results of contacts, evaluation of resource by teachers and students
7. Forms should be prepared to inform resources of:
   a. objectives of the talk or visit
   b. background on the preparation and previous learning
   c. information on the age level and type of student involved
   d. details of time, date, place, parking etc.

SOME HINTS ON HOW TO GET THIS ACCOMPLISHED:

1. Contact retired executives, ladies auxiliary, other associations where this might be taken on as a volunteer project
2. Advertise the need or bring it to the attention of the community via a local news article or radio talk show asking for volunteers.
3. Send messages with adequate information home with students

COMMUNITY DEVELOPMENT RESOURCE MATERIALS

(The fisrt two sources are from New Hampshire and are highly recommended)

Career Exploration and Skills Development- The Community Training Site Method, Project Bridges, Somersworth High School, Memorial Drive Somersowrth, N.H. 03878 (603) 692-2431

Identifying and Using Community Resources, North Country Educational Services, 136 Main Street, Gorham, N.H. 03581 - or contact - Research Coordinating Unit, Vocational-Technical Division, N.H. State Dept. of Education, 105 Loudon Rd., Concord, N.H. 03301

Involving the Business-Labor-Industry Community sample works from Vermont, Ohio, New Mexico and others

Community Involvement in Career Education, A Metropolitan Area Sample Feb., 1978, Office of Career Education, U.S.O.E.

Career Education, 1975 - Chambers of Commerce of the United States 1615 H Street, N.W., Washington, D.C. 20062 (1-9 copies $2.00 each; 10-99 copies= $1.50; 100+= $1.00 each)

Keys To Community Involvement - A new series of 15 guides published by National School Public Relations Association (See Appendix)

Parents Organizing To Improve Schools - The National Committee for Citizens in Education, Columbus, Maryland - This complete brochure and other valuable information may be obtained from: The Dissemination Project of the N.H. Department of Education 410 State House Annex, Concord, N.H. 03301 271-2777

Post Auxiliary Community Together In Education prepared as a service by the American Legion National Committee on Education, National Americanism and Childre and Youth Dicision, P.O. Box 1055, Indianapolis, Indiana 46206

Notes on Career Education/ Community Education Workshops, 1977 "The Community As A Classroom" Kathleen Mollohan, Community Education Consultant, Office of Public Instruction, Helena, Montana - or contact- Robbie Fried, Director, Office of Community Education, N.H. State Dept. of Education, 64 N. Main St., Concord, N.H. 03301 271-3330

The Original American Early Morning Primer - A How-To-Do-It Guide for Implementing Career Education in Rural Schools, 1977 Career Education Project, Cashmere School District, Cashmere, Wash. 98815

School Role For Parents and *Parents Want An Active Role In Schools* News Articles - See Appendix

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RESOURCE SERVICES

The management of resources is extremely important...this is where some of the actual funds will go, and no one wants investments in things that aren't necessary or won't be used. When we refer to resource services, we are speaking of those related to library/media and not those of the community.

It is felt that all media resources should be catalogued under one coding system and all resources should be the responsibility of library/media personnel. Resources may be located in classrooms, the counseling area etc., but there should be one central purchasing, coding and maintenance list.

The identification and acquisition of resources is addressed in Volume One. Samples of resources and their use with age groups and specific goals are addressed in both Volumes Three and Four.

Various resources are available to assist one in managing the development of resource services and the purchase of resource materials. The reader is referred to the final report of the Resources Services Committee of the N.H. Advisory Council on Career Education, 1977-78, available in the Career Education Office.

ASSESSMENT AND EVALUATION

In line with the over all goals for a school district and its master plan for the testing of students, evaluation of a students knowledge and competence in career education should have a place. This can occur in two ways:

1. Evaluation may be built into competency testing in each curriculum area the merging here is a harmonious one for career education skills are a demonstration of the application of one's knowledge.

2. Evaluation may be built into the over all, district wide plan for testing as administered by guidance.

Additional testing vehicles specific to career decision making should be available on an individual basis to students who could benefit from this assessment, in addition to the standard testing program.

Evaluation and testing mechanisms are covered in Volume One and in Volumes Three and Four.

The major thoughts in relationship to evaluation are:

1. Be sure you are addressing a clear problem, that is, do you wish to evaluate
   a. the student i.e., learner
   b. the teacher/ counselor
   c. the administrator
   d. the administrative process
   e. the entire school or district program
2. Be sure your assessment and evaluation devises reflect the original goals and outcomes as stated for the specific audience

FUNDING

SOURCES:

1. See Volume One - Statewide Implementation
2. Local Communities - *If the Community/Education Liaison Council is formed and active, local probelm solving including funds will be more likely. One is encouraged to seek atypical solutions such as volunteers, and co-sponsorship etc., to out right funds.*
3. Resources for Career Education and G.I.S. Funding - See Appendix
4. Guide To Federal Funding In Career Education - See Appendix

APPENDIX

ASSESSMENT

RESOURCES

SAMPLES

PUBLICATIONS LISTS

FUNDING INFORMATION

APPENDIX

Assessment Tools / Resources

AN ASSESSMENT SYSTEM AND CONCEPTUAL FRAMEWORK FOR CAREER EDUCATION IN NEW HAMPSHIRE HIGH SCHOOLS A proudict of the New Hampshire High School Career Education Model Project 19775-76, A ccoperative Federal Grant Project with Keene State College, Keene, N.H.
The above document is available from:
N.H. State Dept. of Ed. -Career Education Office or Keene State College

INCREMENTAL QUALITY IMPROVEMENT GUIDE FOR LOCAL SCHOOL DISTRICTS, 1976
A product of the State Plan for Career Education, Texas Education Agency
201 East 11th Street, Austin, Texas 78701

A GUIDE FOR PLANNING AND IMPLEMENTING AN ASSESSMENT PROGRAM FOR DISADVANTAGED STUDENTS WITHIN A VOCATIONAL AREA
Disadvantaged and Handicapped Services, Division of Vocational-Technical Education, N.H. State Dept. of Education, 105 Loudon Road, Concord, 03301

Sample Assessment Survey Forms

See the following pages

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION

CAREER EDUCATION NEEDS ASSESSMENT

SURVEY FORM GRADES 1, 2, 3

SCHOOL NAME_____GRADE_____TEACHER'S NAME_____

SEX: _____MALE _____FEMALE

(Please circle the correct answer)

A. yes some no 1. Do you think you are nice looking?

yes some no 2. Do you think you are a nice person?

yes some no 3. Do your classmates like you?

yes some no 4. Do you do your work as best you can in school?

yes some no 5. Do you know what it means to have a handicap?

yes some no 6. Are you or your family friends with anyone who is blind, deaf, crippled etc.?

yes some no 7. Should girls work when they grow up?

yes some no 8. Do you know anyone who was born in a different country?

yes some no 9. Do you know anyone who has a differnt color skin than you have?

yes some no 10. Do you speak a language other than english?

yes some no 11. Do you think you will work when you grow up?

yes some no 12. Do you think you will live in the town you live in now when you grow up?

yes some no 13. Do people have to work in order to have money?

B. yes some no 14. Do you think you do things well?

yes some no 15. Could you name five things you do well?

yes some no 16. Could you tell someone what you like best about yourself?

yes some no 17. Do you think of yourself as good at running, jumping and throwing a ball?

C. yes some no 18. Do you know what things your father does at work?

yes some no 19. Do you know what things your mother does at home that are work?

yes some no 20. Do you know what things your father does at home that are work?

yes some no 21. If your mother goes to work outside your home, do you know what things she does at work?

TURN OVER

yes some no 22. Have you visited your mother at work to learn what she does?

yes some no 23. Have you visited your father at work to learn what he does?

yes some no 24. Could you name five jobs people do in your community?

yes some no 25. Do your teachers have people come to your classes to talk about their work?

yes some no 26. Have you gone on trips with your teacher to see people at work?

D.

yes some no 27. Can you name two decisions you make every day?

yes some no 28. When you make a decision do you gain one thing and give up another?

yes some no 29. Are your teachers helping you to know how to make good decisions?

yes some no 30. After you have made a decision do you have to do something?

E.

yes some no 31. Do you feel good about yourself when you do your work on time?

yes some no 32. Is it important for people to go to work and school on time?

yes some no 33. Is it important to do your work well and neatly?

yes some no 34. Do you have work or jobs you have to do at home?

yes some no 35. Do your parents like to go to work?

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION

CAREER EDUCATION NEEDS ASSESSMENT

SURVEY FORM GRADES 4, 5, 6

SCHOOL NAME_____GRADE_____TEACHER'S NAME_____

SEX: _____MALE _____FEMALE
(Please circle the correct answer)

A.

yes some no 1. Do you think you are a nice person?

yes some no 2. Do your classmates like you?

yes some no 3. Do your parents like you?

yes some no 4. Do you know the school subjects in which you do best?

yes some no 5. Do you get along well with most others?

yes some no 6. Do you know what it means to have a handicap?

yes some no 7. Are you friendly to people who have a handicap?

yes some no 8. Can girls be doctors, do auto repair or play football if they want to?

yes some no 9. Can boys be nurses, raise flowers, or knit a sweater if they want to?

yes some no 10. Are you finding out what things are important to you?

yes some no 11. Do you understand how the job you choose as an adult will effect how you will live?

yes some no 12. Would you keep a job you didn't like if it paid a lot of money?

yes some no 13. Would you take a job that didn't pay a lot of money if you like it?

yes some no 14. Do you think you will live in the town you live in now when you grow up?

B.

yes some no 15. Do you do your work as best you can?

yes some no 16. Can you name five or more things that you do well?

yes some no 17. Could you tell another what your best skills are?

yes some no 18. Do you run, jump and do things at play as well as your classmates?

yes some no 19. Do you do as well in school as the rest of your classmates?

C.

yes some no 20. Do you know what things your father does at work?

yes some no 21. Do you know what things your mother does at home that are work?

yes some no 22. Do you know what things your father does at home that are work?

yes some no 23. If your mother goes to work outside your home, do you know what things she does at work?

yes some no 24. Have you visited your mother at work to learn what she does?

yes some no 25. Have you visited your father at work to learn what he does?

yes some no 26. Have you discussed in school the kind of job you may want when you have finished school?

yes some no 27. Do you do things out of school that you would like to learn more about in school?

yes some no 28. do you do things in school that you could learn more about in places beside school?

yes some no 29. Do your teachers tell you how the things you learn in school can be used outside of school?

yes some no 30. Do your teachers have people come to your classes to talk about their work?

yes some no 31. Have you been on trips with your teacher to see people at work?

yes some no 32. Have you ever been with a person at their job who does the same work you would like to do when you grow up.

D.

yes some no 33. Can you name five decisions you make every day?

yes some no 34. When you make a decision do you gain one thing and give up another?

yes some no 35. After you have made a decision, do you have to <u>do</u> something?

yes some no 36. Are your teachers helping you to learn how to make good decisions?

E.

yes some no 37. Do you feel good about yourself when you do your work on time?

yes some no 38. Do you feel good about yourself when you do your work neatly and well?

yes some no 39. Do your know the rewards your father gets from his work?

yes some no 40. Do you know what rewards your mother gets from her work at home or away from home?

yes some no 41. Do you have jobs you have to do at home?

-END-

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION

CAREER EDUCATION NEEDS ASSESSMENT

GRADES 7, 8, 9

SCHOOL _____ GRADE _____ TEACHER _____

SEX: _____ MALE _____ FEMALE

DIRECTIONS: These statements are about career education. They describe things that you need to know about yourself and the world of work. We have not asked for your name. This is a survey in which your participation will help schools design programs that parellel students interests and needs.

1. Fill out the information at the top of the form.
2. Read each question carefully. Circle one answer that best describes your response for each question or statement.

A.

yes some no 1. Can you identify how others attitudes and influences effect you?

yes some no 2. Do you challenge yourself to be your best at all you do?

yes some no 3. Do you know who you are and what you expect of yourself?

yes some no 4. Do you do what others tell you is best?

---

yes some no 5. Do you feel uncomfortable around persons with a handicap?

yes some no 6. Should men and women have the same career opportunities?

yes some no 7. Should women make as much money as men for the same job?

yes some no 8. Is it important to you to understand persons that are not like you?

---

yes some no 9. Will you be a success in life?

yes some no 10. Are you aware of how you spend your leisure time and what things you value doing the most?

yes some no 11. Can you relate well to persons from a wide variety of backgrounds?

yes some no 12. Do you recognize and understand your personal values?

yes some no 13. Do you see the relationships between what and who you value and how you are planning your future life?

B. yes some no 14. Have you considered information about yourself that will help you determine your future educational and occupational plans?

yes some no 15. Do you understand how your ability and achievement test results will be helpful to you in planning your future education and career directions?

yes some no 16. I could list many things I do well?

yes some no 17. I am more aware of things I don't do well than things I do well?

yes some no 18. I believe everyone is different and should be respected for a variety of abilities, etc?

yes some no 19. I have respect and faith in my abilities?

C. yes some no 20. Can you identify a range of occupations of interest to you and describe their functions and requirements?

yes some no 21. Can you describe the relevance of your interests, aptitudes and abilities to a broad occupational area?

yes some no 22. Can you describe the relationship between your present subjects and their use or application in life?

yes some no 23. Can you identify and use resources such as films, filmstrips, catalogues, books, magazines, that are available in your school to help you gather information about occupations?

yes some no 24. Do you understand the different kinds of educational preparation necessary for different occupations?

yes some no 25. Do you know where you could go to learn more about a broad occupational area (like Business or Health Fields) outside of school?

yes some no 26. I have taken the opportunity to explore the advantages and disadvantages of several career areas?

yes some no 27. I know the employment possibilities (or lack of possibilities) in my community and surrounding area?

D. yes some no 28. Can you develop and apply a personal strategy for decision-making?

yes some no 29. Do you accept that you are responsible for the outcomes of your decisions?

yes some no 30. Does your school, through student government etc. allow students to make and take responsibility for decisions?

yes some no 31. Do your parents allow you to make and take responsibility for your decisions?

E. yes some no 32. Do you understand and take responsibility for your personal behavior and its affect on others?

yes some no 33. Can you identify a list of personal factors necessary for success on a job.

yes some no 34. Can you identify the personal factors which contribute to your satisfaction when you're working.

yes some no 35. Do you demonstrate good work habits such as, being on time, completing assignments and displaying personal hygiene?

yes some no 36. I do my work to satisfy others more than to satisfy myself?

F. yes some no 37. Are you planning your educational occupational life carefully?

yes some no 38. Could you write a tentative life role plan based upon awareness of your values, abilities and career and educational options?

yes some no 39. Is there a relationship between the subjects you are taking and what you want to do in the future?

G. yes some no 40. From teacher or counselor efforts have you been taught how to look for a job, complete an application and act at a job interview?

yes some no 41. Do you know how and where to seek the education/training you will need for the job you want in the future?

H. yes some no 42. Do you have a plan for what you will do when you are finished going to school?

yes some no 42. Does your plan cover several years and build toward something better for you?

43. Do you plan to finish:

yes no High School
yes no post high school (one-two years)
yes no four years of college
yes no graduate school

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION

CAREER EDUCATION NEEDS ASSESSMENT

SURVEY FORM GRADES 10, 11, 12

SCHOOL_____ GRADE_____ TEACHER_____

SEX: _____MALE _____FEMALE

DIRECTIONS: These statements are about career education. They describe things that you need to know about yourself and the world of work. We have not asked for your name. This is a survey in which your participation will help schools design programs that parallel students interests and needs.

1. Fill out the information at the top of the form.
2. Read each questions carefully. Circle one answer that best describes your response for each question or statement.

Please circle the correct answer

A.

Yes some no 1. Could you describe why others should value you?

yes some no 2. Do you consider information about yourself as it relates to your future educational and occupational plans?

yes some no 3. Do you challenge yourself to be your best at all you do?

yes some no 4. Do you know who you are and what you expect of yourself?

yes some no 5. Can you identify how family, school, peer groups, community and other experiences have shaped your image of yourself?

yes some no 6. Could you identify some of the social, economic, educational, cultural and religious factors which presently influence your attitude about yourself?

yes some no 7. Do your understand your reactions toward persons with a handicap, different background, or different abilities, etc.?

yes some no 8. Do you make an effort to understand and/or accept persons different than you?

yes some no 9. Are you aware that how you spend your leisure time is a reflection of who you are?

yes some no 10. Do you use leisure time productively?

yes some no 11. Could you write a list of the personal traits you value most?

yes some no 12. Does what you value parallel your future goals for yourself?

B.

yes some no 13. Can you relate your interests, aptitudes, and achievements?

yes some no 14. Can you parallel your interests, aptitudes and achievements to your future goals?

yes some no 15. Are the courses you've taken and plan to take appropriate for your career plans?

yes some no 16. Do you understand the relationship between levels of education and employment opportunities?

yes some no 17. Have you used your ability and achievement test results to plan your occupational future?

C.

yes some no 18. Do you understand the relationship of your anticipated career choice to economic trends found in your community, state, and nation?

yes some no 19. Have you access to information you want and need about post high school educational and career opportunities?

yes some no 20. Do you understand how the subjects you take in school are, or will be useful in your life?

yes some no 21. Have you taken the opportunity to explore the advantages and disadvantages of several career areas?

yes some no 22. Could you list the employment possibilities in your community and surrounding areas?

yes some no 23. Have you taken the opportunity to spend time with a person who does the kind of work you hope to do in the future?

yes some no 24. Have you individually used books, films, filmstrips, catalogs, and other information available to help map your occupational future?

yes some no 25. Can you make a list of skills that would be adaptable to a variety of occupations?

yes some no 26. Do most people keep one career all their life?

D.

yes some no 27. Are you responsible for the outcomes of your decisions?

yes some no 28. Are there opportunities in your school, community and home to make realistic decisions for which you are responsible?

yes some no 29. Have you developed and applied a personal strategy for how you make decisions?

E.

yes some no 30. Can you list what employers expect from employees?

yes some no 31. Can you make a list of good work habits?

yes some no 32. Do you exhibit good work habits such as, being on time, completing assignments, personal hygiene and getting along well with others in school?

yes some no 33. Can you list personal rewards and satisfactions associated with work?

yes some no 34. Do you feel personal satisfaction about most of the work you do?

F.

yes some no 35. Are you planning and preparing for the "next step" beyond high high school in either employment or furter education?

yes some no 36. Can you draw the parallels between your out of school activities, hobbies and interests and your future life role direction?

yes some no 37. Have you written a tentative life role plan based upon awareness of your values, abilities and career and educational options?

yes some no 38. Is there an appropriate relationship between the subjects you have and are taking and your life role plan?

G.

yes some no 39. Have you participated in school programs that taught you how to prepare applications and resumes for entrance to employment or college?

yes some no 40. Have school programs given you practical experiences in the use of social and communicative skills necessary for employment or college entry interviews?

yes some no 41. Have your teachers provided opportunities for you to learn to present information about your abilities, training, and experience to employers and/or college admission personnel in a convincing manner?

yes some no 42. Do you know where and how to assertively seek the kind of work you want to do or the post high school program you wish to take?

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yes some no 43. Do you plan to complete high school?

yes some no 44. Do you have a plan for what you will do when you finish going to school?

yes some no 45. Does your plan cover several years and build?

yes some no 46. Are you ready to place yourself in a paid or unpaid occupation upon concluding or interupting your education?

47. Do you plan to finish:

yes no High School

yes no Post high school (one-two years)

yes no Four years of college

yes no Graduate school

-END-

ROBERT L. BRUNELLE
COMMISSIONER
NEAL D. ANDREW, JR.
DEPUTY COMMISSIONER

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION

DIVISION OF ADMINISTRATION
STATE HOUSE ANNEX
CONCORD, 03301

Dear Parent or Guardian;

The New Hampshire State Department of Education needs your help to better plan its state-wide career education efforts.

Attached is a brief survey form that should take you only a few minutes to complete. Please complete it this evening, and have the child who brought it to you return it to me tomorrow.

There are no right or wrong answers to this survey and there are no records being kept of persons who respond. We are gathering data from parents all over the state, and will use the results to design programs and information for parents, adults and students in school. You are part of the sample population being surveyed.

Please remember to do the survey now and return it to school tomorrow.

Thank you for your concern in education,

_____

Teacher

"Live Free or Die"

EQUAL OPPORTUNITY EMPLOYER – EQUAL EDUCATIONAL OPPORTUNITIES

CAREER EDUCATION NEEDS ASSESMENT
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION

PARENT SURVEY

Name of school of the child who brought home survey form_____.
Number of children you have_____. No. in grade 1-5_____, No. in grades 6-8_____,
No. in grades 9-12_____, No. enrolled in post-high school program_____.
Survey completed by _____(M) Mother, _____(F) Father, _____(G) Guardian(place in M/F as male or female.)

		YES	NO	DON'T KNOW
1.	Do you know what "Career Education" means?	(M)_____	_____	_____
		(F)_____	_____	_____
2.	Do you know what things a good career education program should cover?	(M)_____	_____	_____
		(F)_____	_____	_____
3.	Is providing career education a policy of your school board?	(M)_____	_____	_____
		(F)_____	_____	_____
4.	Is you child (children) participating in career education programs in school now?	(M)_____	_____	_____
		(F)_____	_____	_____
5.	If yes, at which grade level (s)? _____			
6.	Do you feel that career education should be a part of public education?	(M)_____	_____	_____
		(F)_____	_____	_____
7.	Do you take an active role in helping your child (children) explore career options?	(M)_____	_____	_____
		(F)_____	_____	_____
8.	Do your children know what you do at work?	(M)_____	_____	_____
		(F)_____	_____	_____
9.	Have you taken your child (children) to where you work and shown them what you do?	(M)_____	_____	_____
		(F)_____	_____	_____
10.	Are you aware that your work environment can be a learning environment for students?	(M)_____	_____	_____
		(F)_____	_____	_____

As a parent, in order to help my child with his/her career education, I would:

11.	Read literature sent home about career education.	(M)_____	_____	_____
		(F)_____	_____	_____
12.	Talk to teachers and school personnel about my schools program.	(M)_____	_____	_____
		(F)_____	_____	_____
13.	Attend parent workshops to learn how I can provide or support school efforts.	(M)_____	_____	_____
		(F)_____	_____	_____
14.	Learn how sharing information about my career could help others.	(M)_____	_____	_____
		(F)_____	_____	_____

At the right of each statement, check the rating which best describes the degree of attention education should give this item.

	MUCH MORE	MORE	SAME AMT.	DON'T KNOW	LESS	
1. Help students develop positive attitudes toward self.						
2. Help students become aware of their own values.						
3. Help students see how personal self worth and values effect their career and life role direction.						
4. Help students assess and recognize their skills and abilities.						
5. Help students see, experience and understand the "hands on", practical applications of what they learn in school.						
6. Help students understand the indivuals efforts in relation to our whole social, economic structure.						
7. Help students explore a wide variety of career options which relate to their interest and abilities.						
8. Teach, and encourage students to practice, decision making skills.						
9. Help students learn to appreciate the personal, social and economic significance of work.						
10. Use the full community as a learning environment by taking students into the community and bringing the community into the school.						
11. Provide high school students with current and future trends in the job market.						
12. Encourage students to think about their life role direction.						
13. Teach appropriate and assertive job seeking and/or education seeking skills.						
14. Provide training for students to be able to place themself in a paid or unpaid occupation upon concluding or interupting their education.						
15. Foster business - industry - labor - government participation with education in the design, and presentation of programs using both environments as learning centers.						

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION

CAREER EDUCATION NEEDS ASSESSMENT

TEACHER & COUNSELOR SURVEY FORM

GENERAL INFORMATION:

(Please check the following which apply:)

___MALE ____FEMALE ___TEACHER ____COUNSELOR

The level at which you teach/counsel

____ELEMENTARY ____MIDDLE/JR. HIGH ____SENIOR HIGH ____POST-SECONDARY

Indicate the main subject area in which you teach; counsel.

____SELF CONTAINED CLASSROOM

____ENGLISH, READING, LANGUAGE ARTS

____SPECIAL EDUCATION

____MATHEMATICS

____SCIENCE

____SOCIAL STUDIES

____OTHER (Specify) _____

____FOREIGN LANGUAGE

_____ART, MUSIC OR DRAMA

____INDUSTRIAL & PRACTICAL ARTS

____PHYSICAL EDUCATION

____VOCATIONAL EDUCATION

____GUIDANCE

USE THE SPACE BELOW FOR ANY COMMENTS, ETC. YOU MIGHT WISH TO MAKE TO THE STATE OFFICE OF CAREER EDUCATION:

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION

CAREER EDUCATION NEEDS ASSESSMENT

TEACHER & COUNSELOR SURVEY FORM

PAGE ONE	EMPHASIS BY EDUCATION IN GENERAL						I ASSUME THIS ROLE				
	Much more	More	Same amount	Less	Appropriate role for Guidance	Should be infused in Curriculum	Often	Some	Never	I am trained to do this.	I would like further training.
1. Helping students develop a strong, positive image of self.	—	—	—	—	—	—	—	—	—	—	—
2. Helping students understand the family, peer group and community influences that contribute to their self image and values.	—	—	—	—	—	—	—	—	—	—	—
3. Helping students understand the social, economic, educational, cultural and religious factors which influence their attitudes and image (of self & others).	—	—	—	—	—	—	—	—	—	—	—
4. Helping students understand such things as handicaps, bias, sex role stereotyping, etc.	—	—	—	—	—	—	—	—	—	—	—
5. Helping students understand how they acquire their values and how their values effect their life.	—	—	—	—	—	—	—	—	—	—	—
6. Helping students recognize their use of leisure time and the relationship of this to self image, productivity, etc.	—	—	—	—	—	—	—	—	—	—	—

	EMPHASIS BY EDUCATION IN GENERAL						I ASSUME THIS ROLE				
	Much more	More	Same amount	Less	Appropriate role for Guidance	Should be infused in Curriculum	Often	Some	Never	I am trained to do this.	I would like further training.
7. Helping students recognize the relationships between what I teach them and the applications of those teachings in life.	—	—	—	—	—	—	—	—	—	—	—
8. Helping students to be aware of their interests, apptitudes and achievements.	—	—	—	—	—	—	—	—	—	—	—
9. Helping students know how to recognize and assess their own skills and abilities.	—	—	—	—	—	—	—	—	—	—	—
10. Helping students become aware of a wide variety of career and educational options that parellel their skills and abilities.	—	—	—	—	—	—	—	—	—	—	—
11. Providing students hands-on, live or simulated experiences, work-study or shadowing activities in a career area that parellels their values and abilities.	—	—	—	—	—	—	—	—	—	—	—
12. Helping students develop a personal strategy for decision making.	—	—	—	—	—	—	—	—	—	—	—
13. Encourage school and home environments in which students can demonstrate decision-making and accept responsibility for their decisions.	—	—	—	—	—	—	—	—	—	—	—
14. Helping students develop awareness of and practice responsibile work performance and behaviors.	—	—	—	—	—	—	—	—	—	—	—
15. Encourage home and school environments that reward responsible work performance and behaviors.	—	—	—	—	—	—	—	—	—	—	—

PAGE THREE

	EMPHASIS BY EDUCATION IN GENERAL						I ASSUME THIS ROLE				
	Much more	More	Same amount	Less	Appropriate role for Guidance	Should be infused in Curriculum	Often	Some	Never	I am trained to do this.	I would like further training.
16. Helping students to recognize the relationship of self esteem to work performance, satisfactions and rewards.											
17. Helping students to recognize a need for planning and a life role direction.											
18. Helping students understand the economic and employment trends in their community, state and nation.											
19. Helping students understand the individual's role in the economic and social balance of our society.											
20. Helping students develop a life role plan based upon awareness of their values, abilities and career and educational options.											
21. Helping students develop appropriate and assertive job seeking and/or education seeking skills.											
22. Helping students understand what employers expect from employees.											
23. Providing students with practical experience in the use of social and communicative skills necessary for employment and/or college entry.											
24. Helping students accept the responsibility for placement of themselves in a paid or unpaid occupation upon concluding or interupting their education.											

	EMPHASIS BY EDUCATION IN GENERAL						I ASSUME THIS ROLE				
	Much more	More	Same amount	Less	Appropriate role for Guidance	Should be infused in Curriculum	Often	Some	Never	I am trained to do this.	I would like further training.
25. Encourage and support programs designed to provide alternative learning environments for all students using the resources of business, industry, labor, government, etc., communities.											
26. Encourage and provide specific programs made to meet the needs of students considering premature interuption or termination of their education.											
27. Take advantage of opportunites to expand your personal career knowledge by observing and inquiring of others whose lives cross yours.											

Please indicate your opinion as to the degree of potential influence each of the following could have in your training.

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	High Level	Med. Level	Low Level	None
Local coordinator of career education.				
State Department workshops.				
Part of a degree program.				
Professional meetings or conferences.				
Professional journals and/or books.				
School in-service workshops.				
College- or university-sponsored workshops.				
Newsletters or brochures.				

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NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
CAREER EDUCATION NEEDS ASSESSMENT

SURVEY FORM - SCHOOL PRINCIPAL

Grade span of school_____

School Name_____ School District_____

EXPLANATION

This information form is intended to survey the existing conditions of career education in New Hampshire. The results will contribute directly to the design of the New Hampshire State Plan for Career Education and influence decisions for the most effective use of Federal implementation funding. We wish to learn: (1) What present programs exist. (2) Who is presently implementing programs. (3) What contributes to program growth or impairs program growth. (4) What funding and training exist and is needed. (5) Evaluation. (6) What public relations has been done.

SECTION 1 - PROGRAMS

What is the present status of programs for the following student outcomes.

	In Effect	Being Considered	Not being Considered	Available to All Students	Available to Some Students
1. Students are made aware of their personal values and how these values effect their life role (past and future).					
2. Students are made aware of their own skill levels and abilities and methods of reassessing them.					
3. Students are made aware of a wide variety of career and educational opportunities that parallel their values and abilities.					
4. Students are taught and encouraged to demonstrate decision-making skills.					
5. Students are aware of and encouraged to demonstrate responsibility in work performance and knowledge of work satisfactions and rewards.					
6. Learning emphasizes the applications of its content to life and/or work situations.					
7. Career education activities emphasize the use of written, verbal, reading and mathematical skills.					
8. All students including (female, handicapped, disadvantaged) are made aware of the importance of a life role direction based upon their values, abilities and career and educational options.					
9. Students are taught appropriate and assertive job-seeking and/or education-seeking skills.					
10. Students are trained to be able to place themselves in a paid or unpaid occupation upon concluding or interupting their education.					
11. Specific programs or efforts are made to design alternative learning approaches for students considering premature interuption or termination of their education.					

SECTION 2 - IMPLEMENTATION

	Teachers	Counselors	Admin.	Students	Community

1. Who participated in the design of your current program?

2. By whom have career education objectives been implemented?

3. Who is responsible for building community-to-school and school-to-community interaction?

4. What are the sources of knowledge or training in career education for the persons implementing programs?

	AMOUNT OF INFLUENCE				
	High Level	Mod Level	Low Level	None	No Opin
1. Part of a degree program. (Specify which)_____					
2. Professional meetings or conferences.					
3. Professional journals and/or books.					
4. School in-service workshops.					
5. College or university sponsored workshops.					
6. State Department workshops.					
7. Newsletters or brochures.					
8. Radio or television.					
9. Newspapers.					
10. Other. (Please specify):_____					

5. Which public groups tend to support the program through time, funds and/or expressed approval?

	Time	Funds	Exp. Approval
1. Parent groups	____	____	_____
2. School board	____	____	_____
3. Service organizations	____	____	_____
4. Job placement agencies	____	____	_____
5. Local business & industry	____	____	_____
6. Chamber of Commerce	____	____	_____
7 Other (specify)_____	____	____	_____

6. In what ways have local businesses and industry been involved in the career education program?

1. ____Resource speakers
2. ____Advisory Board
3. ____Field trips
4. ____Work experience.
5. ____On site exploration
6. ____Other_____

7. How is the responsibility for coordinating or directing the program distributed in your school.

1. ____One person, full-time
2. ____One person, part-time
3. ____More than one part-time
4. ____Assumed by one or more in addition to other duties
5. ____No person's particular responsibility
6. ____Other (Please specify)_____

8. Who is/are the person(s) responsible for coordinating or directing the program in your school.

1. ____Guidance counselor or director
2. ____Director of vocational education
3. ____Co-op or work experience coordinator
4. ____Administrators
5. ____Vocational education teacher
6. ____General classroom teacher, elementary or secondary
7. ____Career education specialist
8. ____Other (Please specify)

_____

9. Who do you believe should be in charge of the program?
   1. Please explain_____

SECTION 3 - PROGRAM DEVELOPMENT

1. What are local factors within your district which tend to facilitate the career education program? (If you check more than one, please rank the top three in order of importance.)
   1.____Relevancy of the topic
   2.____Staff involvement
   3.____Availability of materials
   4.____Parent and public support
   5.____Administration support
   6.____Timeliness of the topic
   7.____Other (Please specify_____

2. What are the local factors within your district which tend to inhibit the development of the program? (If you check more than one, please rank the top three in order of importance.)
   1.____Little support from staff
   2.____Little support from community
   3.____Objectives were not defined or poorly defined
   4.____Lack of adequate training for staff
   5.____Need for greater financial support
   6.____Lack of awareness by students
   7.____Lack of information
   8.____Other. (Please specify_____

SECTION 4 - FUNDING AND TRAINING

1. What amount would you consider reasonable to fund career education in your school for next year. $_____

2. How would you distribute the amount reported in response 1.

   1. Staff Training: $_____
   2. Student Testing: $_____
   3. Personnel: $_____
   4. Reference Materials: $_____
   5. Program (Transportation): $_____
   6. Other: _____ $_____

3. Please indicate your opinion as to the degree of potential influence each of the following could have in your training and the training of your personnel.

	High	Medium	Low	None
Local coordinator of career education.				
State Department workshops.				
Part of a degree program.				
Professional meetings or conferences.				
Professional journals and/or books.				
School in-service workshops.				
College or university-sponsored workshops.				
Newsletters or brochures.				

SECTION 5 - EVALUATION

1. Has an internally directed district evaluation procedure for the program been developed?
   1.____Yes 2.____No 3.____in process.

2. If so, by whom were evaluation procedures developed? (You may check more than one.)
   1.____Teachers.
   2.____Outside Consultant
   3.____Director of program
   4.____Other. (Please specify)_____

3. If you have results from any evaluation, what did the findings show?
   1.____Very successful 2.____Moderately successful
   3.____Barely successful 4.____Not at all successful
   5.____Results were inconclusive

4. If you have no data, how successful would you judge the program to based on informal feedback?
   1.____Very successful 2.____Moderately successful
   3.____Barely successful 4.____Not at all successful
   5.____Not able to judge

SECTION 6 - PUBLIC RELATIONS

1. Have various publics been informed about your career education program?
   1.____Yes 2.____No

2. If so, whom do these publics include?
   1.____Parent groups 2.____Service organizations
   3.____School Board 4.____Job placement agencies
   5.____Local business & industry
   6.____Other (Please specify)_____

3. How was information about the program disseminated? (If you check more than one, please rank the top three in their order of effectiveness.)
   1.____Superintendent"s bulletin
   2.____Newspaper articles
   3.____School newspaper
   4.____Career days
   5.____Teacher association's bulletins
   6.____Letters to parents
   7.____Other (Please specify)_____

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION

CAREER EDUCATION NEEDS ASSESSMENT

SUREVEY OF SUPERINTENDENTS OF SCHOOLS AND ADMINISTRATORS OF NON-PUBLIC SCHOOLS

EXPLANATION

This information form is intended to survey the existing conditions of career education in New Hampshire. The results will contribute directly to the design of the New Hampshire State Plan for Career Education and influence decisions for the most effective use of Federal implementation funding. This survey is concerned with information about a total career education program at the district level. Non-public school administrators may complete the form for a school.)

SECTION I: GENERAL INFORMATION

1. Name of school district or non-public school _____

2. How many students are enrolled in this school district _____.
   or non public school _____

3. Has your school board formally identified career education as an important part of the program? Yes_____ No_____

4. Is (are) any person(s) in your district/school formally designated as career education coordinator or director? Yes_____ No_____ No. of persons____

5. Is this position
   1. fulltime _____ 2. 3/4 time _____
   3. halftime _____ 4. 1/4 time _____

SECTION II: OVERALL DISTRICT/SCHOOL CAREER EDUCATION PROGRAM

Part One: Funding

1. From what source(s) and in what amounts is career education funded in your district/school? (Please estimate if exact amounts are not known.)
   (1) Federal: $_____ (2) Local: $_____ (3) Other: $_____
   Specify other: _____

2. Have funds been requested in your 1978-79 school board budget?
   (1) Yes _____ (2) No _____

3. Is funding being allocated specifically to certain expenditures. (i.e., textbooks, equipment, field trips, consultants)?
   (1) ___Yes (Please specify) _____
   (2) ___No

4. What amount would you consider reasonable to fund career education in your district/school for next year. $_____

5. How would you distribute the amount reported in response #4.

(1) Staff Training: $_____ (2) Student Teasting: $_____
(3) Personnel: $_____ (4) Reference Materials: $_____
(5) Program: (Trans.) $_____ (6) Other _____ $_____

Part Two: Objectives

1. If career education objectives have been formulated in your district/school, by whom have they been devised? (You may check more than one group.)

(1) ___Career education coordinator or director
(2) ___Other central office coordinators or directors
(3) ___Principals
(4) ___Counselors
(5) ___Vocational education teachers
(6) ___General education teachers
(7) ___Students
(8) ___Community persons or groups
(9) ___Consultants
(10) ___Other. (Please specify)_____

2. By whom have career education objectives been implemented in your district/sch (If you check more than one group please rank them in order of degree of involvement)

(1) ___General classroom teachers. (2)___Counselors
(3) ___Vocational education teachers (4)___Other (specify) _____

Part Three: Facilitation

1. What are local factors within your district/school community which tend to facilitate the career education program? (If you check more than one, please rank the top three in order of importance.)

(1) ___ Relevancy of the topic. (2) ___ Staff involvement.
(3) ___ Availability of materials. (4) ___ Parent & public support.
(5) ___ Administration support. (6) ___ Timeliness of the topic.
(7) ___ Other. (please specify) _____

2. What are the local factors within your district/school which tend to inhibit the development of the program? (If you check more than one, please rank the top three in order of importance.)

(1) ___ Little support from staff (2) ___ Little support from community
(3) ___ Objectives were not defined (4) ___ Lack of adequate staff training
(5) ___ Need for financial support (6) ___ Lack of awareness by students
(7) ___ Other: (Please specify) _____

_____

3. Which public groups tend to support the program through time, funds, and/or expressed approval?

	Time	Funds	Exp. Approval
(1) Parent groups	_____	_____	_____
(2) School board	_____	_____	_____
(3) Service organizations	_____	_____	_____
(4) Job placement agencies	_____	_____	_____
(5) Local business & industry	_____	_____	_____
(6) Chamber of Commerce	_____	_____	_____
(7) Other _____	_____	_____	_____

4. In what ways have local businesses and industry been involved in the career education program?

(1) ___ Resource speakers (2) ___ Advisory board
(3) ___ Field trips (4) ___ Work experience
(5) ___ On site exploration (6) ___ Other _____

5. How is the responsibility for coordinating or directing the program distributed in your district/school?

(1) ___ One person, full-time (2) ___ One person, part-time
(3) ___ More than one, part-time (4) ___ One or more with other duties
(5) ___ No person's particularly responsibity
(6) ___ Other. (Please specify) _____

6. Who is/are ther person(s) responsibility for coordinating or directing the program in your district/school?

(1) ___ Guidance counselor or director (2) ___ Director of vocational education
(3) ___ Co-op or work coordinator (4) ___ Administrators
(5) ___ Vocational education teacher (6) ___ General classroom teacher
(7) ___ Career education specialists (8) ___ Other _____

7. Who do you believe should be in charge of the program?

(1) Please explain _____

Part Four: Evaluation

1. Has an internally directed district/school evaluation procedure for the program been developed?

(1) ___ Yes (2) ___ No (3) ___ In process

2. If so, by whom were evaluation procedures developed? (You may check more than one.)

(1) ___ Teachers (2) ___ Director of program
(3) ___ Outside consultants (4) ___ Other _____

3. If you have results from any evaluation, how successful is the program?

(1) ___ Very successful (2) ___ Moderately successful (3) ___ Barely successful
(4) ___ Not at all successful (5) ___ Results were inconclusive

4. If you have no data, how successful would you judge the program to be based on informal feedback?

(1) ___ Very successful (2) ___ Moderately successful (3) ___ Barely succe[illegible]l

(4) ___ Not at all successful (5) ___ Not able to judge

5. Will a career education program be continued next year?

(1) ___Yes, as presently devised
(2) ___Yes, with minor revisions
(3) ___Yes, with major revisions
(4) ___Yes, under other conditions
(5) ___Yes, under any conditions
(6) ___Can't tell at this point
(7) ___No, under no conditions
(8) ___Please explain _____

_____

Part Five: Public Relations

1. Have various publics been informed about your career education program?

(1) ___ Yes (2) ___ No

2. If so, whom do these publics include?

(1) ___ Parent groups
(2) ___ Service organizations
(3) ___ School Board
(4) ___ Job placement agencies
(5) ___ Local business & industry
(6) ___ Other (specify) _____

3. How was information about the program disseminated? (If you check more than one, please rank the top three in the order of their effectiveness.)

(1) ___ Superintendent's bulletin
(2) ___ Newspaper articles
(3) ___ School newspaper
(4) ___ Career days
(5) ___ Teacher's association bulletins
(6) ___ Letters to parents
(7) ___ Other (please specify): _____

Part Six: Training Resources & Needs

1. What is the source of your specific knowledge or training in career education? (If you check more than one, please rank the top three in the order of their relative influence.)

(1) ___ Part of my degree program
(2) ___ Professional meetings
(3) ___ Professional journals
(4) ___ School in-service workshops
(5) ___ College sponsored workshops
(6) ___ State department workshops
(7) ___ Newsletters or brochures
(8) ___ Radio or television
(9) ___ Newspapers
(10) ___ Other _____

2. To the best of your knowledge what are the resources now available for staff members of your district/school to gain knowledge and/or training in career education? (If you check more than one please rank the top three in the order of their relative present influence.)

(1) ___ Part of a degree program
(2) ___ Professional meetings
(3) ___ Professional journals
(4) ___ School in-service workshops
(5) ___ University sponsored workshops
(6) ___ State department workshops
(7) ___ Newsletters or brochures
(8) ___ Radio or television
(9) ___ Newspapers (10) Other (specify) _____

3. Please rank the top three in order of their potential influence as resources for career education training.

(1) ___ Part of a degree program
(2) ___ Professional meetings
(3) ___ Professional journals
(4) ___ School in-service workshops
(5) ___ University sponsored workshops
(6) ___ State department workshops
(7) ___ Other (please specify) _____

_____

4. Of those professional personnel in your district/school who are providing career education, how much further training will they need, in your judgement?

	Admin.	Voc. Ed Teachers	Gen. Ed. Teachers	Counsel.
(1) Much more training	____	____	____	____
(2) More training	____	____	____	____
(3) Little additional training	____	____	____	____
(4) Already adequately trained	____	____	____	____

5. In your judgement do you believe that all professional educational personnel should receive training in career education?

(1) ___ Highly recommend
(2) ___ Moderately recommend
(3) ___ Neutral
(4) ___ Moderately not recommend
(5) ___ Highly not recommend

(Please explain your reasons for the choice above.): _____

_____

_____

_____

_____

_____

CAREER EDUCATION

Interview Guide

Suggestions for interviewing persons representing businesses, agencies or labor organizations:

1. (a) Contact the director of your local Chamber of Commerce (if your community has one) to determine persons to contact for interviews. Include if possible the following firms or agencies:

   Construction

   Financial (banks, savings and loan organizations)

   Hotels, Motels and Restaurants

   Professional (doctors, lawyers, architects, clergy, etc.)

   Public Utilities

   Media (newspapers, print shops, and radio and television stations)

   Retailers

   Services (laundry, auto repair, etc.)

   Agribusiness

   (b) Select persons from governmental agencies.

   City government

   County government

   Federal, including military

   (c) Select persons from labor not represented above, including migrant labor councils, local labor unions, etc.

   (d) Select persons operating small businesses

We extend Appreciation to Mr. Roger Duncan, Career Education Coordinator from Colorada for the use of this material.

2. Contact the individuals to arrange for the interview, explaining the purposes for the interview and uses to be made of the information.

3. At the beginning of the interview explain what career education is and how it could benefit businesses and the community. You may wish to refer to the following:

Career education provides students with opportunities to know about all kinds of occupations, to know what their own capabilities are, to develop basic skills needed to go on into careers, and to make good choices about the careers they wish to follow. It helps them know about the business world and to develop an appreciation for the world of work.

There are many reasons why career education is important to business people.

(a) 800,000 young people are graduating from high school every year without any marketable skills.

(b) Many young people are being prepared to go to college although only 2 out of 10 jobs between now and 1980 will require a college degree.

(c) Businesses are having to train young people in the basics they should have received in school.

(d) Many students view the business world with distrust and distaste and need to know more about it.

(e) Poor career choices cause employees to be fitted poorly for jobs and lead to high failure rates and job turnovers.

Through a good career education program, local communities can receive the following tangible benefits:

(a) Fewer drop-outs, saving future expenditures for re-schooling or, more drastically, rehabilitation.

(b) Fewer delinquency problems, since more young people will be motivated and taught to pursue acceptable goals.

(c) Less unemployment, resulting in fewer welfare expenditures.

(d) More responsible, contributing citizens in the community.

(e) More responsible consumers of local products and services.

(Taken from publication prepared by Mountain Bell.)

4. Ask questions directly and ask for clarification if necessary. (Such as finding if something is very important or unimportant or if the respondent does not know.)

5. Encourage comments and record specific information, particularly in open-ended questions.

CAREER EDUCATION

Interview form for managers in business firms or governmental agencies

Name and address of firm or agency _____

_____

Name of person being interviewed _____ Number of persons employed _____

Major products or services _____

_____

_____

1. Very important; 2. Important; 3. Neutral 4. Unimportant; 5 Very unimportant

1. How important do you think it is for pupils to know about all available types of jobs they might enter? 1 2 3 4 5

2. How important do you think it is for pupils to know about skills required for various job categories? 1 2 3 4 5

3. How important is it for pupils to know about the costs of operating a business or government agency? 1 2 3 4 5

4. How important do you think it is for pupils to visit directly with persons from various job categories?

5. How important is it for pupils to observe persons at work in various jobs? 1 2 3 4 5

6. How important is it for pupils to know about life styles of persons in various job categories? 1 2 3 4 5

7. How important is it for persons being employed for the first time in your business or agency to have all skills required for the job for which they were hired? 1 2 3 4 5

Comment:

_____

_____

_____

8. What do you consider to be the three most important things to look for in hiring a person for your business or agency?

A. _____

B. _____

C. _____

9. What do you consider to be the three most important causes of persons to fail in their positions in your business or agency?

A. _____

B. _____

C. _____

10. In which of the following school activities would you be willing for your business or agency to participate in helping pupils know more about careers? (or are participating now)

	Yes	No
A. Presentations by your employees to school classes?	___	___
B. Part time unpaid student interns?	___	___
C. Part time paid students?	___	___
D. Supervised group tours for students?	___	___
E. One-day programs for students to shadow employees (Accompany an employee to observe what he does on the job.)	___	___
F. Providing schools with printed materials regarding your firm or agency, including job qualifications.	___	___

11. If you were to participate (or are participating) in the above activities, what limitations should be placed on the involvement of your business or agency?

A. Presentations to classes

Number of staff ____ Number of presentations for each annually ____

B. For part-time unpaid student interns

(1) How many at one time? ____

(2) Length of time each week? ____

C. For part-time paid student interns

(1) How many at one time? ____

(2) Length of time each week? ____

D. For supervised group tours for students

(1) How many tours annually ____

(2) Numbers of students each tour? ____

(3) Grade levels preferred ____

E. For shadow programs for students

(1) How many one-day visits by students annually _____

(2) Number of employees who would participate? _____

12. Have persons in your firm or agency participated during the last year in:

	Yes	No
A. Presentations by your employees to school classes?	___	___
B. Part-time unpaid student interns?	___	___
C. Part-time paid student interns?	___	___
D. Supervised group tours for students?	___	___
E. One-day programs for students to shadow employees?	___	___

F. Other _____

13. Do you have an employee who is designated as a person to contact for educational information or services? ___ ___ _____ Don't know

14. How well do you think you are informed about the career education activities currently being conducted in the schools?

Very well informed____ Fairly well informed____ Uninformed____

15. What directions would you like to see the local schools take in preparing pupils for careers and for participating in othe important aspects of living?

_____

Arts & Films
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THE GALLUP POLL

School role for parents

By George Gallup

The next decade may see one of the most important developments in the history of American education — that of involving parents directly in the educational process and helping them, through a course of instruction, to help their children in school.

Annual Gallup surveys on "What the Public Thinks of the Public Schools" reveal widespread acceptance of the idea that parents should work closely with the schools if students are to reach their full educational potential.

Problems of discipline, motivation, work and study habits, drug and alcohol abuse, and many others usually have their origin in the home. Unless something is done to deal with these problems, the best efforts of teachers will likely fail.

Survey results indicate that more than three of every four US adults approve of the idea of offering courses to parents as a regular part of the public school educational process. And parents of children in the public schools vote nearly 4-to-1 for this plan. As further evidence of their receptivity to such a plan, parents say they would be willing to pay additional taxes to support the program.

In the present survey, funded by the Kettering Foundation, an effort was made to discover specific subjects which might be included. From a total of 16 suggested topics, parents of children now attending school

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Parents want an active role in schools

★ GALLUP
Continued from Page 13

were asked to choose those that interested them most.

The question was worded in this manner: "The subjects listed on this card are some that could be covered in a special course for parents offered by the local schools. Which of these subjects would interest you the most?"

The top choice of parents is "What to do about drugs, smoking, use of alcohol."

□

Listed below in order of mention are the 16 suggested topics for parents whose eldest child is 13 to 20 years of age.

1. What to do about drugs, smoking, use of alcohol.
2. How to help the child choose a career.
3. How to help the child set high achievement goals.
4. How to develop good work habits.
5. How to encourage reading.
6. How to increase interest in school and school subjects.
7. How to help the child organize homework.
8. How to improve parent-child relationships.
9. How to improve the child's thinking and observation abilities.
10. How to deal with the child's emotional problems.
11. How to use family activities to help the child do better in school.
12. How to improve the child's school behavior.
13. How to reduce television viewing.
14. How to help the child get along with other children.
15. How to improve health habits.
16. How to deal with dating problems.

□

Ranked below in order of mention are the 16 suggested topics for parents whose eldest child is 12 years or younger.

1. What to do about drugs, smoking, use of alcohol.
2. How to help the child set high achievement goals.
3. How to develop good work habits.
4. How to improve the child's school behavior.
5. How to improve the child's thinking and observation abilities.
6. How to deal with the child's emotional problems.
7. How to increase interest in school and school subjects.
8. How to help the child organize higher homework.
9. How to improve parent-child relationships.
10. How to help the child choose a career.
11. How to use family activities to help the child do better in school.
12. How to encourage reading.
13. How to help the child get along with other children.
14. How to reduce television viewing.
15. How to deal with dating problems.
16. How to improve health habits.

Experience in carrying out such program of instruction would undoubtedly uncover other areas to include in future courses.

□

The topics selected as most interesting by parents who have attended college is not markedly different from the topics regarded as most interesting by those who have had little schooling. This would indicate that home problems are very much the same in the best educated, highest income families and those further down on the economic scale.

In short, virtually all parents freely admit that they need help, and they would like to have the local schools offer this help and guidance by regular courses and by discussion.

The results reported today are part of the Gallup Poll's ninth annual survey of attitudes toward the public schools and education, funded by the Charles F. Kettering Foundation. The findings are based on personal interviews with 1506 adults, 18 and older, conducted in more than 300 scientifically selected localities earlier this year.

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SUGGESTED PARENT ACTIVITIES

for the CAREER EXPLORATION PROGRAM

IN SCHOOL

-HELP THE TEAM TO PLAN PROGRAMS THAT MEET THE SPECIAL NEEDS AND INTERESTS OF CHILDREN IN THE SCHOOL AND THAT ARE SENSITIVE TO RACIAL, ETHNIC, SEX-ROLE AND CLASS CONSIDERATIONS THAT SHAPE THEIR FAMILIES' VALUES.

-HELP THE TEAM TO IDENTIFY WORK PLACES OF INTEREST IN THE COMMUNITY AND TO IDENTIFY PEOPLE (OTHER PARENTS AND COMMUNITY PEOPLE) WHO WOULD BE WILLING TO VISIT THE SCHOOL TO TALK TO STUDENTS OR TO HOST A CLASS FIELD TRIP TO THEIR JOBS.

-VOLUNTEER TO CHAPERONE ON A FIELD TRIP, WORK IN THE CAREER INFORMATION CENTER, OR PARTICIPATE IN A CAREER EXPLORATION ACTIVITY.

-VOLUNTEER PROPS FOR DISPLAY OR USE IN CAREER EXPLORATION ACTIVITIES--FOR EXAMPLE, WORK CLOTHES (UNIFORMS), WORK TOOLS, PHOTOGRAPHS OF WORK PLACE, THINGS MADE ON THE JOB, ETC.

AT HOME

-TALK TO YOUR CHILD ABOUT YOUR JOB OR JOBS THAT YOU HAVE HAD IN THE PAST.

-DISCUSS THE CONNECTION BETWEEN GOOD STUDY HABITS FOR SCHOOL AND GOOD WORK HABITS ON THE JOB.

-ALWAYS ASK FOR A REPORT OF WHAT HAPPENED AFTER A FIELD TRIP, INCLUDING WHY DID YOUR CLASS GO TO THIS PLACE, WHOM DID YOU SEE AND WHAT WERE THEY DOING?

-IF YOU AREN'T GETTING ANY REPORT OF ACTIVITIES, FROM TIME TO TIME ASK YOUR CHILD IF ANY GUEST SPEAKERS HAVE COME TO THE SCHOOL, HAS HE/SHE WORKED ON ANY SPECIAL PROJECTS, OR HAS HE/SHE LEARNED ANYTHING ABOUT A JOB THAT HE/SHE MIGHT WANT TO HAVE SOMEDAY.

PARENT QUESTIONNAIRE

I would like to participate in the Career Exploration Program at the _____Middle School in the following way(s). I realize that by checking my preference(s), I am indicating my interest areas so that school members can plan for effective parental involvement in the upcoming school year.

Please check (✓) more than one if applicable:

☐ I am willing to describe my occupation to students at a future Career Day at the school.
Occupation:_____

☐ I am willing to be quest speaker in a classroom situation. Occupation or topic:_____
_____(Time to be mutually convenient.)

☐ I am willing to chaperone a small group to students on a field trip to see different occupation/professions at work.

☐ I am willing to offer my office/factory as the site for a future field trip by a small group of students.

☐ I am willing to attend a Home and School Association meeting to have school members introduce and explain the goals of the school's Career Exploration Program.

- ☐ afternoon meeting (3:00 on)
- ☐ evening meeting (7:00 on)

☐ I am willing to discuss my hobby/leisure time activity with a group of students.
Specify hobby/activity:_____

☐ I am willing to be contacted about after-school or summer jobs my company can offer to selected students.

☐ Other involvement (Please suggest other ways that you would like to assist.)

_____

_____

_____

Signature:_____

Date:_____

APPENDIX

PUBLICATIONS LISTS

PUBLICATIONS
related to
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Abstracts of Instructional Materials for Career Education, by Allen B. Moore. Provides indices and abstracts of curriculum units, teacher guides, handbooks, and career related instructional materials. 1972, 123 pp. (BB 15 - $2.25).

Supplement to Abstracts of Instructional Materials for Career Education, by Allen B. Moore. Provides supplementary indices and abstracts of curriculum units, teacher guides, handbooks, and career related instructional materials. 1973, 70 pp. (BB 16 - $2.00). BB 15 and 16 may be purchased as a set for $3.75/set.

Application of Vocational Development Theory to Career Education, by Maria Peterson. Explores how vocational development theory (trait-and-factor, decision model, sociological, psychological, and developmental approaches) can be applied to career education programs. 1973, 32 pp. (IN 80 - $2.50).

Career Cluster Concepts, by Nevin Frantz, Jr. Identifies various types of occupational clusters and curriculum development efforts; operational cluster programs are considered in terms of commonalities and their relationship to occupational clusters. 1973, 37 pp. (IN 78 - $3.50).

Career Education: The Agribusiness and Natural Resources Occupational Cluster, by Jasper Lee. Provides a description of the agribusiness and natural resources occupations cluster for teachers, administrators, and counselors. 1973, 31 pp. (IN 87 - $2.50).

Career Education: Communicating the Concept, by Scott Cutlip. Discusses the need for, the methods of, and the people involved in communicating facts and data about the definitions, processes, results, and effects of career education. 1973, 26 pp. (IN 84 - $2.50).

Career Education: Curriculum Materials for the Disadvantaged, by David K. Maxwell et al. Analyzes curriculum needs of the disadvantaged in career awareness, career exploration, and career preparation and offers suggestions for instructional materials. 1973, 53 pp. (IN 83 - $3.50).

Career Education: Disadvantaged Students, by George Leonard. Identifies career education needs of the disadvantaged, and summarizes current career education programs for the handicapped. 1973, 20 pp. (IN 82 - $2.50).

Career Education: Guidance in the Elementary School, by George Hill. Discusses the significance of guidance in the elementary school, outlines staffing alternatives, and suggests resources. 1973, 21 pp. (IN 90 - $2.50).

Career Education: Information Resources, by Jake Huber. Identifies selected curriculum information sources which will assist vocational educators in developing, and implementing curriculum and instructional materials. 1973, 21 pp. (IN 88 - $3.50).

Career Education: In-service Teacher Education, by Peter Haines. Provides a format for planning and managing an in-service delivery system, including the strategy, the program structure and the instructional system. 1973, 39 pp. (IN 92 - $2.50).

Career Education: Involving the Community and Its Resources, by Samuel M. Burt. Identifies strategies for community involvement, outlines and organizational structure, and suggests several activities. 1973, 19 pp. (IN 91 - $2.50).

Career Education: Leadership Roles, by Lowell Burkett. Offers suggestions for leadership in administration, instruction, curriculum development, media, guidance, work experience, personnel training, advisory committees, and adult education. 1973, 24 pp. (IN 95 - $2.50).

Career Education: The Leisure Occupations Cluster, by Peter Verhoven and Dennis Vinton. Discusses the training requirements, advancement opportunities and personnel requirements for the leisure occupations. 1973, 59 pp. (IN 86 - $3.50).

Career Education: Local Administration of Programs, by George Smith. Explores educational change processes and problems, personnel and staffing, community concerns, and program quality control. 1973, 31 pp. (IN 94 - $2.50).

Career Education: The Marine Science Occupations Cluster, by Maxwell Farning. Discusses career opportunities within harbor construction and maintenance, ship construction, merchant marine activities, towboating, long-shoring, fishing and fish farming, petroleum and natural gas exploration, extraction, and research. 1973, 16 pp. (IN 85 - $2.50).

Career Education: Retrospect, Prospect, by Sidney P. Marland. Presents a speech given as part of the Distinguished Lecture Series at The Center for Vocational Education. 1974-1975, 23 pp. (DL 3 - $2.00).

Career Education: The Role of Adult Education, by Allen B. Moore. Provides basic information with regard to methods and techniques of articulating the needs of youth and adults as they exit secondary schools. 1973, 19 pp. (IN 81 - $2.50).

Career Education: The Role of Vocational Education, by Jerry Olson. Discusses the relationship between career education and vocational education in terms of educational elements, student's participation, and learning activities. 1973, 43 pp. (IN 79 - $3.50).

Career Education: Teacher's Responsibilities, by L. Sunny Hansen. Examines selected programs which define teacher responsibility, identifies components of teacher in-service programs, and cites numerous examples of exemplary staff development programs. 1973, 35 pp. (IN 93 - $2.50).

Career Education: The USOE Perspective, by Terrel H. Bell and Kenneth B. Hoyt. Presents the Office of Education's first comprehensive conceptual statement on career education reflecting the extensive support and insight regarding career education possessed by U.S. Commissioner Bell and Associate Commissioner Hoyt, and staff. 1974, 23 pp. (OC 4 - $1.50).

Career Education 1975: A Contemporary Sampler. Editors: Barbara Bednarz, Norman Singer, Arthur Terry, and Robert Wise. A collection of descriptions and strategic notes by the developers of fifteen career education programs represented at the Career Education National Forum (1st, Columbus, Ohio, March 19-21, 1975). 1975, 138 pp. (SN 5 - $8.75).

Career Development of Women, Proceedings of the 10th Anniversary Program. Editors: Anna M. Gorman and Louise Vetter. Contains five presentations made at The Center's Tenth Anniversary on topics that influence the lives of women in their career choices and development. 1975, 57 pp. (UN 9 - $3.75).

Career Education Practice, by Wesley E. Budke et al. Provides educators with a brief overview of career education in terms of what it is, the models being sponsored by the U.S. Office of Education, examples of locally developed programs, and possible concerns and implications for program development. 1972, 91 pp. (IN 65 - $6.00).

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Career Education Products. A set of guidelines, models and examples that will help a school system or individuals build a career education program. The products present individuals and school systems with a number of alternatives from which to choose for planning and implementing career education programs. The materials are presented in three major sets. *Teacher's Guides* provides the basic core of a career education curriculum. Staff Development Guides provide suggestions, guidelines and procedures for assisting staff in understanding and implementing career eductaion concepts into their schools. Community Involvement Materials are designed to develop the awareness of staff and the community to the role that the community plays in a career education program. The complete set or individual products are available. For full information, write to CVE Publications.

Career Education, Vocational Education, and Occupational Education: An Approach to Defining Differences, by Kenneth B. Hoyt. Presents a speech given as part of the Distinguished Lecture Series at The Center for Vocational Education. 1973-1974, 14 pp. (DL 2 - $1.25).

Career Education: An Overview of Alternative Approaches, by Robert Campbell and Louise Vetter. Presents a brief overview of alternative approaches to career guidance programs. 1971, 20 pp. (IN 45 - $1.25).

Comprehensive Model of Career Development in Early Adulthood, by John O. Crites. Represents one of the first conceptualization efforts to systematically combine the major facets of job entry adjustment. Focuses upon mechanisms for facilitating the transition from school to work. 1975, 48 pp. (OC 12 - $3.00).

Developmental Program Goals for the Comprehensive Career Education Model, Preliminary Edition. Provides a set of elements, themes, and goal statements giving direction to the development of the Comprehensive Career Education Model. 1972, 181 pp. (UN 5 - complimentary).

Diffusion Factors Associated with the Comprehensive Career Education Model Development and Acceptance of the Curriculum Units in Field Test Sites, by William Hull, Randall Wells, and Charles Gross. Utilizes available data from the Comprehensive Career Education Model to examine relationships between selected diffusion factors and the acceptance of the developed curriculum units. 1974, 65 pp. (RD 96 - $4.25).

Education & Work: A Congressional Perspective, by The Honorable Albert H. Quie. Keynote address presented at the Career Education National Forum (2nd, Washington, D.C., February 8-11, 1976). 1976, 16 pp. (SN 6 - $1.00).

Experience Based Career Education: An Annotated Bibliography. Compiled by Anne E. Stakelon and Joel H. Magisos. Contains 75 selected reports and journal articles identified through a computer assisted search of *Abstracts of Instructional and Research Materials in Vocational and Technical Education, Resources in Education*, and *Current Index of Journals in Education*. 1975, 46 pp. (BB 27 - $3.00).

Fifth Annual National Leadership Development Seminar for State Directors of Vocational Education: The Role of Vocational Education in Career Education, compiled and edited by Daniel E. Koble, Jr. and Robert U. Coker. Focuses upon the foundations of the career education concpt, systems for implementing programs, and conceptualizing the role of state vocational education divisions in bringing about the necessary changes. 1973, 219 pp. (LT 39 - $14.25).

Fusing the Career Education Concept Into the Fiber of the State Education System, by Gene Bottoms. Paper presented at the Career Education National Forum (2nd, Washington, D.C., February 8-11, 1976). 1976, 27 pp. (SN 9 - $1.00).

High School Senior Girls and the World of Work: Occupational Knowledge, Attitudes and Plans, by Sylvia L. Lee et al. Focuses on 12th grade girls and the relationships or associations among their: (1) attitudes toward and general knowledge of work, and (2) post-high school plans and occupational aspirations with other influences (family, socioeconomic status, etc.); intended to be useful in improving vocational and guidance programs in secondary schools. 1971, 60 pp. (RD 42 - $4.00).

Instructional Materials—Litmus Test of Career Education, by P. Kenneth Komoski. Paper presented at the Career Education National Forum (2nd, Washington, D.C., February 8-11, 1976). 1976, 16 pp. (SN 11 - $1.00).

Lifelong Education—Into the Nation's Third Century, by William F. Pierce. Keynote address presented at the Career Education National Forum (2nd, Washington, D.C., February 8-11, 1976). 1976, 25 pp. (SN 8 - $1.00).

Models of Career Education Programs: Work Experience, Career Guidance, Placement and Curriculum. Papers delivered by David H. Hampson, JoAnn Harris-Bowlsbey, Grant Venn, and Decker F. Walker at the Career Education National Forum (1st, Columbus, Ohio, March 19-21, 1975). 1975, 53 pp. (SN 2 - $3.00).

Needs Assessment and Career Education: An Approach for States, by N. L. McCaslin and Janice Lave. Provides a definition of needs assessment, who should be included, variables to consider, how to conduct the assessment, examples, areas for future work, and a bibliography of materials. Assists educators at all levels to become more knowledgeable about needs assessment. 1976, 78 pp. (UN 12 - $5.50).

Personnel Development in Career Education: A Selected Annotated Bibliography, by Lorella McKinney, Sandy Orletsky and Earnestine Dozier. Provides an extensive coverage (1970-73) of literature on personnel development in career education. 1970-1973, 381 pp. (UN 3 - $12.50).

Planning Ahead for the World of Work: Curriculum Materials, by Louise Vetter and Barbara J. Sethney. Provides a set of curriculum materials designed to aid girls in considering future alternatives in terms of labor force participation and adult female roles. Set includes Teacher Manual, Student Materials, and Transparency Master. 1975, (RD 46 — Teacher Manual - $2.50; Student Materials - $1.50; Complete set, including transparencies - $4.50).

Planning and Implementing Career Education Programs: Perspectives. Papers delivered by Alonzo A. Crim, Louisellin Datta, Corinne Rieder, Linda Pfister Keilholtz, Margaret E. Ferqueron, and Robert A. Sampieri at the Career Education National Forum (1st, Columbus, Ohio, March 19-21, 1975). 1975, 54 pp. (SN 1 - $3.00).

Public Schools for the 1980's: Implications for Vocational and Career Education R&D, by Robert C. Scanlon. Discusses the implications of social needs and trends for schools for the next decade. 1976, 13 pp. (OC 20 - $1.50).

A Research Agenda for the National Institute of Education, by Harold L. Hodgkinson. Keynote address presented at the Career Education National Forum (2nd, Washington, D.C., February 8-11, 1976). 1976, 42 pp. (SN 13 - $1.00).

Review and Analysis of Sources of Occupational Information for Career Education, by Kenneth Hills. Stresses the importance of occupational information, identifies numerous sources of occupational information, and suggests criteria for assessing it. 1973, 45 pp. (IN 89 - $3.50).

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Review and Synthesis of Foundations for Career Education, by Edwin L. Herr. Identifies, reviews, and synthesizes major antecedents to career education which are available in history, philosophy and theory. 1972, 85 pp. (IN 61 - $5.50).

Review and Synthesis of Information on Occupational Exploration, by Wesley Budke. Reviews and synthesizes the most significant research and information available concerning occupational exploration in K-12 and serves as a useful reference for educators who will be developing these programs. 1971, 92 pp. (IN 34 - $5.75).

Rural America Guidance Series, designed to provide rural youth with an awareness of heir potential and career options. The series is a comprehensive set of sixteen handbooks developed to assist in the systematic planning, development, implementation, and evaluation of a career guidance and counseling program (K-14) for rural and small schools. Each of the handbooks addresses a specific aspect of the methodological processes needed to establish a vibrant and resourceful guidance program to enhance the career development of rural youth. The series is available in the complete set of sixteen handbooks, by subset(s) of the series, or as individual handbooks from the series. For full information, write to CVE Publications.

Seeking an Administrative Commitment to Innovation, by Grant Venn. Keynote address presented at the Career Education National Forum (2nd, Washington, D.C., February 8-11, 1976). 1976, 23 pp. (SN 7 - $1.00).

Setting the Record Straight: A Reply to Grubb and Lazerson, by Kenneth B. Hoyt. Keynote address, a reply to the Grubb and Lazerson Critique of career education. Presented at the Career Education National Forum (2nd, Washington, D.C., February 8-11, 1976). 1976, 24 pp. (SN 10 - $1.00).

Sixth Annual National Vocational and Technical Teacher Education Seminar Proceedings: Implications of Career Education for Teachers' Preparation, edited by Anna M. Gorman and Joseph F. Clark. Discusses implications of career education for teacher preparation. 1973, 263 pp. (LT 38 - $17.00).

Systems Issues in School to Work Transitions, by Harry F. Silberman. Paper presented at the Career Education National Forum (2nd, Washington, D.C., February 8-11, 1976). 1976, 20 pp. (SN 12 - $1.00).

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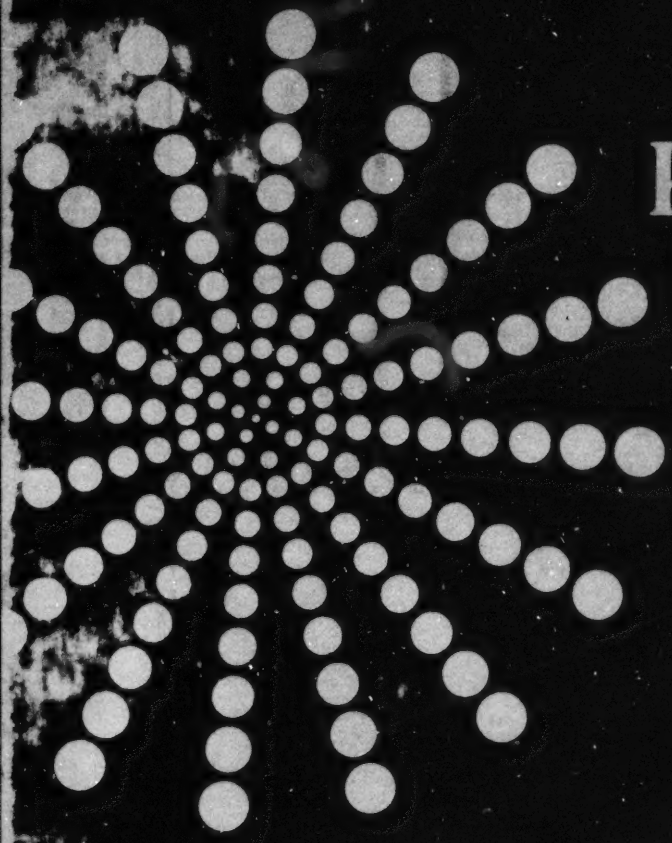

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APPENDIX

FUNDING INFORMATION

RESOURCES FOR GIS AND CAREER EDUCATION FUNDING

NATIONAL AND STATEWIDE SOURCES

Although several national sources are available, in almost every instance there are representatives of these national agencies or organizations in your own state who can aid you in your efforts.

Source #1. The United States Office of Career Education

The United States Office of Career Education has had funds available under Sections 402 and 406 of Public Law 93-380; and if the President and Congress assign from the Federal budget appropriations designated in recently signed Public Law 95-207, entitled The Career Education Incentive Act, funds will continue to be available.

Type of Projects Funded

These funds will be most applicable if you are trying to provide career education in-service training programs for your teachers, counselors, and administrators; or if you are trying to implement career education in your system for the first time.

For Further Information

To learn more about these funds, contact your State Department of Education located in your state's capitol; and ask to speak with the State Coordinator for Career Education Programs.

Source #2. The United States Office of Education

The United States Office of Education under Public Law 93-380 (The Elementary and Secondary Education Act of 1965) Title IV, Part B. Under this legislation funds are made available to local education agencies to provide programs of guidance and counseling services to advise students as to appropriate courses of study as well as types of vocational, educational, and occupational opportunities available to them.

Type of Projects Funded

Funds from this source have been used to obtain testing materials and provide materials and resources, both printed and visual, for career education projects and resource centers.

For Further Information

To learn more about these funds, contact your State Department of Education located in your state's capitol; and ask to speak with the State ESEA Title IV B Coordinator.

Source #3. The United States Department of Labor

The United States Department of Labor currently is offering funds under Title III, Part C of the Youth Employment and Training Program. Under this legislation local Prime Sponsors are designated to set aside for a period of sixty days a minimum of 22% of the funds they receive for use by education agencies wishing to provide "transition services" (such as guidance and counseling, career education, or courses leading to a high school equivalency certificate) to CETA participants. If local education agencies do not apply for this money within the specified period, the money will revert back to the Prime Sponsor for distribution.

Type of Funds Provided

These funds would probably be most applicable if your career education project intended to serve individuals who fall within your local Prime Sponsor's designated target population. Based on past funding trends, it is more likely that CETA would fund monies to help you staff a career program or resource center than they would to equip your school system with materials and supplies.

//more//

Source #3. The United States Department of Labor (continued)

For Further Information

To learn more about these funds, contact your state Manpower Services Council (whose number can be made available to you through the Governor's office in your state's capitol). If you decide to seek monies from CETA, a booklet entitled A Guide to Seeking Funds from CETA, available from the U.S. Government Printing Office in Washington, D.C. (Stock No. 029-016-0049-6), would prove most useful to you.

LOCAL SOURCES

In searching for sources of funding for a career education project, do not overlook resources available to you within your own community. They often can respond more immediately and require less time-consuming reporting procedures than state and federal agencies.

Source #4. National Alliance of Businessmen

The National Alliance of Businessmen sponsors a program entitled Career Guidance Institutes, which may be applied for at any time during the year.

Types of Projects Funded

These funds would be most applicable for your project if you were attempting to broaden your personnel's knowledge of and interaction with leaders of businesses and industries within your community or geographic area.

For Further Information

For further details concerning Career Guidance Institutes, contact your National Alliance of Businessmen's office located in the capitol city of your state (the number will be available through the information operator).

Source #5. Local Groups

Very often organizations such as Kiwanis, Chambers of Commerce, Lions Clubs, PTOs, Student Governments, and local businesses can be key to getting your program off the ground and helping to insure its long-term success.

Types of Funds Provided

When you are trying to start a career education project, it is not always possible nor desirable to receive large lump grants; for they are usually of a limited duration—whereas, groups such as those mentioned above might be willing to provide more ongoing support. NOTE: REMEMBER THAT RESOURCES SUCH AS CONTACTS, VOLUNTEER TIME, PUBLIC RELATIONS SUPPORT, AND DONATED MATERIALS ARE JUST AS IMPORTANT AS DOLLARS THEMSELVES.

For Further Information

Contact the leaders of any one of these organizations. Their numbers are available within your telephone directory.

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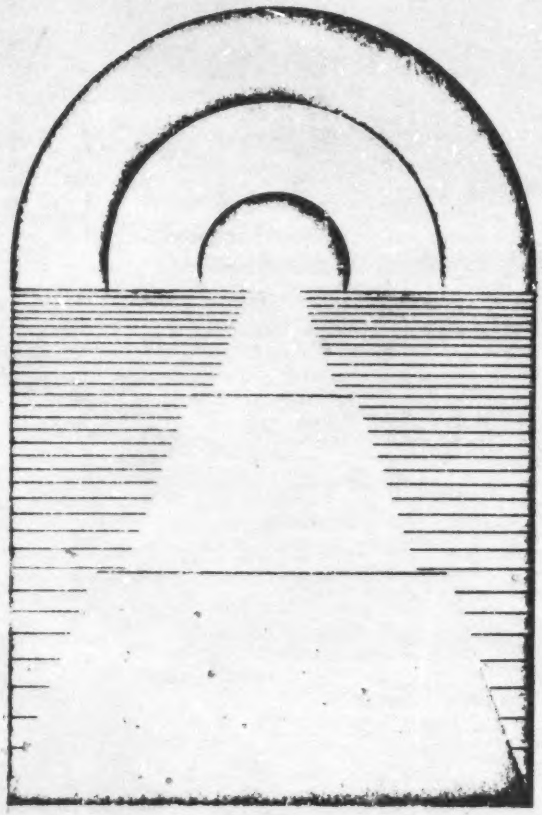

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